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ABSTRACT

This curriculum and resource guide was written to encourage curriculum decision makers to plan an academic program that promotes creative growth, intellectual growth, spiritual growth, understandings other than superficial insights, other than humanistics, and an identification with today's problems as well as those recurring throughout history. The high school curriculum should be designed to assist in the mastery of the disciplines, the development of competence in the expression of thoughts, feelings, and convictions, and the development of responsible citizenship. Individual differences should be taken into consideration in the teaching of: anthropology, economics, geography, history, law, political science (civics), psychology, and sociology. There is a wide range of options of both programs and materials described here including sections for Contemporary Problems, value teaching, and curriculum analysis. Pages 59 through 106 list these resources: 1) Christian materials; 2) materials catalogs; 3) simulations and games; 4) instructional materials and audiovisuals on alcohol, drugs, nicotine, American History, communism, current affairs, international relations, area studies; 5) professional books and organizations; 6) list of publishers and curriculum projects; 7) magazines and journals; and, 8) testing programs. (Author/SBE)

ED049134

CURRICULUM COMPONENTS

IN HISTORY/ SOCIAL STUDIES

FOR THE CHRISTIAN HIGH SCHOOL

SD 000 944

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CURRICULUM COMPONENTS IN HISTORY/SOCIAL STUDIES

FOR

CHRISTIAN HIGH SCHOOLS

ED049134

Prepared by

Samuel Greydanus
Assistant Professor of History and
Supervisor of Student Teachers
in Secondary Social Studies
Calvin College
and
Gordon Oosterman
Social Studies Curriculum Coordinator
National Union of Christian Schools

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TABLE OF CONTENTS

Foreword

Part I..... 1

Biblical Foundations..... 1

Christian Concerns..... 2

Curriculum Objectives..... 5

Part II..... 9

Components of Current Curricula..... 9

Anthropology..... 12

Economics..... 12

Geography..... 17

History..... 20

Jurisprudence (Law)..... 38

Political Science..... 40

Psychology..... 41

Sociology..... 42

Contemporary Problems..... 44

Value Teaching..... 46

Curriculum Analysis..... 54

Part III..... 59

Materials Indicating Christian Concerns..... 59

Catalogs of High School Social Studies Materials..... 61

List of Simulation/Games..... 62

Teaching Materials and Supplementary Resources Including Audio-Visuals..... 69

Alcohol, Drugs, and Nicotine..... 71
American History..... 73
Communism..... 83
Current Affairs..... 85
Economics..... 86
International Relations/Area Studies..... 90
Political Science and Problems of Democracy..... 93
World History..... 95
Bibliography of Professional Books..... 98
List of Professional Organizations/Project Sources..... 99
List of Publishers/Project Sources.....101
Teacher Magazines/Journals.....105
Testing Programs.....106
Appendix.....107

FOREWORD

The need for a relevant up-to-date curriculum embodying distinctively Christian values and concerns is an on-going one. This will always be so. In response to requests from teachers and administrators this 1971 publication is being offered with the full realization that in only a few years some of the materials listed may be unavailable and some of the ideas and suggestions may be superseded by better ones.

Despite the flux of the times, there are abiding values as defined in the written Word of God. These are the very values which not only make Christian education possible, but provide students with a vision which can make both their studies and their lives meaningful. It is in the crucial area of meaning and purpose that the very genius of Christian education comes to grips with the central issues of life.

A word of appreciation is due the high school teachers who responded to questionnaires, to those who constructively criticized the interim edition, and to all who have provided ideas and suggestions. These following thoughts and suggestions are offered in the hope that they will be of service in enabling those who use them to be better equipped as competent Christian teachers.

The Authors

March, 1971

PART I - BIBLICAL FOUNDATIONS

Get wisdom, get understanding...

Proverbs 4:5

Here is the purpose of Christian education in simplest form. There is more to the Christian life, to be sure: "repent and believe," "do good to all men," "pray without ceasing," and "do all (including the pursuit of learning) to the glory of God." Christianity in all its aspects is inseparably interwoven with all the written Word of God, the Scriptures. It follows that any enterprise which espouses the name Christian, including Christian education, shares essentially the same concerns as those of the Christian faith as spelled out in the Scriptures. This must be true of a Christian high school. It must also be true of the history/social studies program of a Christian high school.

Several of the Biblical givens regarding men are these:

God knows; man is to know the Lord and what the Lord has revealed.

God creates; man is to be creative within the limitations of creation.

God fellowships; man is called to fellowship with God and fellowmen.

God loves; man is called to love and to be loved.

God has all authority; man has limited authority (not autonomy) which he is expected to exercise.

God has a passionate concern for people; so must we.

Oneness with Christ is the sine qua non of all things Christian whether this commitment be an open personal/institutional allegiance already made or one unfolding and developing (one tampers with the timetable of the Holy Spirit at great risk).

The Cross unites believers with God and separates them from the works of darkness and the ruler of the kingdom of darkness; a spiritual antithesis exists between the redeemed and the unredeemed now as it has throughout history.

All of life is to be lived for God's purpose, including:

Cultural dominion

Giving evidence of the works of the Spirit

Molding history to serve the cause of the Kingdom of God and interpreting it in keeping with His Word

Manifesting justice and mercy

Being doers as well as hearers of the Word

Being assured of God's love, come what may, as well as of His providence, His sovereignty, His faithfulness to every promise, and that despite the raging of nations, societies, and people in the world, "He's got the whole wide world in His hands."

CHRISTIAN CONCERNS

Question: 1. What is the chief end of man?

Answer: Man's chief end is to glorify God, and enjoy Him forever.

Westminister Confession,
Question and Answer # 1

This thoroughly Biblical idea should characterize all of Christian education and find repeated and varied expression in the history/social studies programs. A corollary is that we should know and enjoy God's creation, God's world, which reveals that "the earth is the Lord's, and the fulness thereof." The object of Christian education therefore is personal, relating to a personal God and developing personal values in contrast to merely positing abstractions such as democracy, good citizenship, or development of the whole child, as ultimate educational goals.

Why Christian <u>schools</u>? Because schools facilitate formal education and as such are trying to foster a given way of looking at God, at man, at oneself, and

at the world. All schools do this. In the last analysis, schools, representing a wide range of thought through every teacher in them, acknowledge Christianity to be either true or not true. Testifying that Christianity is true, Christian schools are monuments to the ensuing conviction that children should be taught by Christian teachers in an institutional setting which explicitly acknowledges the validity of Christianity as taught in the Word of God.

It is these same Scriptures which indicate the nature and purpose of the four major components in a high school program: God, fellow men, oneself, and the physical world in which one lives. Inescapably, man has relationships with all these, even if they be in fractured, indistinct, and inadequate settings. Part of man's enjoying God, enjoying God's children, and enjoying God's creation is knowing and being committed to the only reconciling and restoring possibility in the entire universe, Jesus Christ. And although schools are not to be misused as child evangelism agencies or as revival centers, Christian educators must readily acknowledge that, apart from the work of the Holy Spirit in creating, enlightening, redeeming, and sanctifying lives, the entire effort on behalf of Christian education remains an exercise in rhetoric.

In Christian education there exists a trilogy of believing, knowing, and doing. As one reflects on both God and His creation, one must first assume the reality and existence of the object of one's study ("he...must believe that God is...," Hebrews 11:16), the possibility of knowing in order to clarify believing, and also to direct the doing of what one feels must be done. There is an objectivity about that which is to be known, but like faith and food, it is of little consequence to anyone who has not appropriated such necessities into his very bones. That which is to be studied has as its basic purpose and justification the service of God through service of one's fellowmen. This conviction is not to be handled in a superficial

or myopic fashion; a student may not readily be excused from an economics class to help rake leaves or escort elderly people across streets. There are long-range purposes by which learning serves others, purposes caught up in economic or historical or Biblical or any other worthwhile knowledge.

In our society schools exist primarily, but not exclusively, for purposes related to knowledge--its acquisition, validation, transmission, and being put to wholesome and constructive use. The use of knowledge--or anything else--becomes an immediate concern of Christian ethics which in turn rests on Biblical perspectives.

Christian concerns are many; certainly they include as minimal a sensitivity to the needs of fellowmen in terms of mercy, justice, and love. But one of the prime concerns of Christian education is an amplification of what Christ spoke of when He said that "the truth shall make you free" and again in different words, "I am come...that you may have life...more abundantly." One's basic freedom, the source and taproot of all other lesser freedoms, is the freedom in Christ over the power of sin and all that it entails. This is basic and essential--the foundation of every other possible freedom available to mankind.

There are lesser, and yet important, freedoms--political freedom, economic freedom, artistic freedom, to name but a few. The nature of freedom is manifest in the mastery of those inhibiting factors which limit one's freedom, ignorance and superstition being prime examples. It is to the degree that one has mastered a previous limitation through knowledge and understanding that he becomes free. On this basis alone one could make a good case for history in a high school curriculum to enable the student to grasp the nature of the institutions which make up his society, or the study of psychology to enable him to cope more realistically with the qualities and quirks of human nature, including his own. In order to

help the student to act more confidently and responsibly in a complex and demanding world, curriculum concerns must deal with studies of greater substance than those frequently classified as "life adjustment" courses. The astronauts were indeed free men in their exploits on the moon not because they had volunteered to go on their mission, but because they had mastered a whole range of academic disciplines (astro-physics, biochemistry, navigation, mathematics) and skills (maneuvering the spacecraft, eating in a weightless environment, operating intricate communications systems), and also because they had deliberately committed themselves to ideals and purposes they considered worthy of their efforts (love of country, advancement of science, the good of all mankind, etc.).

Similarly, an extensive vocabulary and command of writing and speaking enable one to articulate his thoughts, feelings, and convictions clearly and adequately, in contrast to one who for lack of competence in expression chooses to remain silent, resorts to such vaporous expressions as "you know what I mean," or tries to communicate largely through gestures. Ability and mastery make for freedom; ignorance and needless limitations make for too small a world. Freedom essentially is a matter of one's disciplined spirit, not primarily absence of physical restraint or the exercise of nihilistic license. Studies in a Christian high school should be designed to assist in mastering the disciplines as liberating agencies. Learners must also acknowledge themselves to be disciples of the Master. There is no freedom apart from being mastered by the Holy Spirit who enables men to master both themselves and those studies which make for free men.

CURRICULUM OBJECTIVES

"To make students more responsible citizens of both the Kingdom of God and their nation" is a commendable objective of the study of history and social studies. This objective is not to minimize or ignore other legitimate allegiances, but it

points to areas of concern which a high school curriculum can not ignore. Implied in the word "responsible," however, is the assertion that some ways are better than others, some values are more desirable than others, and that certain life styles are more worthy of commendation than others. How does one identify these better ways, taking into account individual differences in personality, interests, capacities, concerns, and aptitudes?

Part of the answer lies in one's definition of education or learning. The accumulated wisdom of mankind has been loosely categorized into divisions called "disciplines," although basically all wisdom and learning is a unity which finds its cohesion in Christ, "in whom are hid all the treasures of wisdom and knowledge" (Colossians 2:3). A discipline is a way of looking at, that is, of tentatively studying part of creation, and at the same time a body of knowledge gleaned in this study which, after repeated testings and observations, is assumed to be sufficiently true to warrant hypotheses based upon it. One must be quick to acknowledge that these divisions of knowledge into functional categories are man-made arrangements, not some metaphysical realities eternally settled in the heavens. This knowledge produced by the past, disciplines if you will, has been of immense value in helping learners to structure their thinking in order to cope more effectively with the complexities of their age.

The philosophic implications that learning and the academic disciplines are means to ends and must never be allowed the idolatrous status of ends in themselves should be obvious. Education is not man's greatest gift or concern; it is something to be put into service of others in keeping with one's basic allegiance. Growth must be promoted through any academic program which calls itself Christian--creative growth, intellectual growth, and spiritual growth, to name

but a few--as well as increased competence in decision-making and resultant actions. There must be understandings other than superficial, insights other than humanistic, and an identification with problems of today (as well as those recurring throughout history) which enable learners to do more than empathize. Christian students must be characterized as those who have "understanding of the times" and, to use an Old Testament expression, "know what Israel ought to do," (I Chronicles 12:32).

PART II - COMPONENTS OF CURRENT CURRICULA

On the high school level a single course is seldom referred to as a social studies course, but is generally named after a selected discipline even though it may be of an interdisciplinary nature. The term "social studies" sometimes is used for high school subjects in this general area. On a college level "social sciences" is the commonly accepted designation, while back in the second grade the subject is "social studies." So much for terms, lest we become embroiled in a prolonged semantic squabble.

The myth of the American "melting pot" happily is being discarded; so is the notion of a uniform high school curriculum for all secondary schools. Ours is a pluralistic society, ideologically and otherwise, hence a diversity of high school curricula needs little justification if one of the main purposes of formal education is to prepare students for entering more fully into the decision-making and deliberate activities of their pluralistic society. This is not to say that any one curriculum is as defensible as any other; rather, it is to suggest that there should be a different "mix" of ingredients, always best suited to the growth of the students involved.

Method and content, process and product, the knowing <u>why</u> over against knowing <u>what</u>, are aspects which should never be thought of as opposites other than possibly opposite sides of the same educational coin. The field of education has not been immune from excesses, past or present. Curriculum decision-making, like teaching, requires a cool head and a warm heart to anticipate what will be the most profitable learning experiences for those for whom curriculum and other educational concerns are expended.

There are eight disciplines which encompass virtually all that is taught in high school under the name of history/social studies. They are anthropology, economics, geography, history, jurisprudence (law), political science (civics), psychology, and sociology. One could make a case for a course in philosophy or perhaps ethics. The Central States College Association, a consortium of twelve denominational colleges, has launched a three-year experiment with high school philosophy in schools in the Chicago area. Courses taught are not college courses, nor substitutes for college courses; they are philosophy courses for high school students. Initial reports on this program to encourage students to inquire more analytically and persistently into issues relevant to their personal lives and to the problems of the world indicate both that high schools are ready for philosophy and that the potential values of such a program warrant further efforts. Additional information can be had by writing Hugo W. Thompson, Coordinator Central States College Association Philosophy Project, L R C Room 055, Mundelein College, 6363 Sheridan Road, Chicago, Illinois 60626.

Courses in Bible, theology, or religion have a rightful place in the curriculum of a Christian high school, but whether these should be subsumed under history/social studies or some other designation is for local schools to determine.

And then there is the "elastic clause" for high school social studies, the course usually intended for seniors. Historically, it has gone under names ranging from "Problems of Democracy" to "Contemporary State and Local Problems" or an "Ethnic Studies Program." Also included under this umbrella are special topics such as communism, environmental pollution, and family living. To list these is not to deprecate them, but rather to indicate that courses for high school study need not be limited to traditional ones.

Factors of selection for a high school program should include the following:

(1) the Christian philosophy of education operative in the school and the objectives which flow from it;

(2) acquaintance with legal requirements (usually minimal) and criteria for granting credits for transfer and/or graduation (Carnegie units, etc., and expectations of accrediting agencies);

(3) temperament, competency, and special interests of faculty members, particularly in regard to innovative programs;

(4) a realistic appraisal of prior learning experiences (both process and product) of students;

(5) library and other learning resources adequate to give any program a reasonable chance of success;

(6) a thorough acquaintance by the staff involved with the purpose and uniqueness of any proposed program; this often necessitates in-service training of some kind; and

(7) a conviction on the part of all involved--faculty, administration, board, and community--that the changes are not simply fads, but are contributions toward the nature of Christian education which is the pursuit of excellence.

Given the limitations and possibilities inherent in these factors, there exists a range of options of both programs and materials which enable high schools to strengthen good existing programs and/or develop better ones. On the following pages are listed some of the alternatives which should be analyzed more carefully before adoption. More detailed accounts of many of these are found in the April, 1970, issue of Social Education; copies may be obtained for $1.00 each from

Social Education, 1201 Sixteenth St., N.W., Washington, D.C. 20036. In many cases additional information on a program or its implementation can be obtained by writing directly to the sponsors of the project or the producers of the materials.

ANTHROPOLOGY

Anthropology continues to be a discipline very much in a state of flux due to recent discoveries and developments, but is not a study to be lightly brushed off. Some of the insights it affords into the nature of men and societies are too valuable to ignore. The Anthropology Curriculum Project at the University of Georgia to date has produced materials and programs for grades K-8 only. The Anthropology Curriculum Study Project at the University of Chicago has developed a three-week course now available from Macmillan. Published also by Macmillan, is a one-semester course. An extensive teacher's guide, filmstrips, record, booklet of readings for students, transparencies, student worksheets, data cards, a map of an archeological site, and reproductions of artifacts are included. It is unlikely that such a course will appeal to all students, but if the school program is designed to acquaint them with a wide range of learning experiences, here is one to consider. Christian convictions on the nature and purpose of man should be sharpened by investigating the non-Christian assumptions inherent in most anthropology materials. One inexpensive (35¢) publication is the 64-page Anthropology in Today's World which presents a series of case studies of peoples and cultures, available from American Education Publications.

ECONOMICS

With economics a very powerful factor in today's world, a reasonable understanding of economics seems almost imperative. Good stewardship can scarcely be developed in a context of ignorance. Concern over economic illiteracy as

evidenced by repeated testings has given rise to the formation of several organizations to offset this deficiency. In 1964 the Joint Council on Economic Education was established as a non-profit educational organization affiliated with the American Economic Association. It publishes a monthly newsletter in which its activities are usually listed under the acronym DEEP (Developmental Economic Education Program). It has encouraged the development and workshop use of the new high school game MARKETPLACE. There are state and local chapters of this organization which would be happy to consider your membership; for details write the Joint Council on Economic Education, 1212 Avenue of the Americas, New York, N. Y. 10036. Secondary materials include collections of economic readings with accompanying teacher's manuals. Twenty-two senior high publications are now available.

Three sets of economics transparencies currently available are:

Tweedy Basic Economics Series 1860, by H. Jerome Cranmer and Ronald L. Capasso.

This series consists of 38 multi-color transparencies with 114 overlays divided into the following six major categories: the economic problem; the market economy; the roles of the household, firm, and government; the circular flow of economic activity; money, banking and monetary policy; and economics around the world.

For information and prices write to Tweedy Transparencies, 208 Hollywood Avenue, East Orange, New Jersey 07018.

The American Economy, a visual analysis. This series consists of 18 units, prepared by Sanford D. Gordon.

Representative titles are: production possibilities curve; theory of the firm; federal administrative budget; theory of income determination--bar graph--recession; theory of income determination--45° line--inflation; and balance of payments.

For information and prices write to D. C. Heath & Co., 2700 North Richard Avenue, Indianapolis, Indiana 46219. Price: $69.00 net.

About the American Economy, a scriptographic unit of economic knowledge, consisting of 15 transparencies. This series may also be useful for adult education classes.

Titles include: what is economics?; "free market" system; "planned economy" system; factors of U.S. economics output; seven basic economic indicators; and special areas of economic problems.

For information and prices write to Channing L. Bete Co., Inc., Greenfield, Mass. 01201.

Another service organization to facilitate economic understanding is the National Schools Committee for Economic Education, One Park Avenue, Old Greenwich, Connecticut 06870. It is strongly committed to the free enterprise system. To date its materials have been produced only for the elementary school level.

As for a textbook, a desideratum in teaching high school economics, here is a list of standard texts of recent vintage:

Alexander, Albert, Edward C. Prehn, and Arnold W. Sametz. The Modern Economy in Action: An Analytical Approach. New York: Pitman, 1968.

Brown, James E., and Harold A. Wolf. Economics: Principles and Practices. Columbus, Ohio: Charles E. Merrill, 1968.

Calderwood, James D., and George L. Fersh. Economics in Action. New York: The Macmillan Co., 1968.

Coleman, John R. Comparative Economic Systems: An Inquiry Approach. New York: Holt, Rinehart & Winston, 1968.

Chambers, Edward J., and Hildegard Hendrickson. Economics for Americans. New York: St. Martins Press, 1968.

Daugherty, Marion R., and Carl H. Madden. The Economic Process. Glenview, Illinois: Scott, Foresman, 1969.

Gordon, Sanford D., and Jess Witchel. An Introduction to the American Economy: Analysis and Policy. Lexington, Mass.: D. C. Heath & Co., 1967.

Hailstones, Thomas J., and Michael J. Brennan. Economics: An Analysis of Principles and Policies. Cincinnati: South-Western Publishing Co., 1970. 932 pp.

Harriss, C. Lowell. Economics: An Analytical Approach. Boston, Mass.: Ginn and Co., 1969.

Kennedy, John W., Arthur R. Olsen, and James Harvey Dodd. Applied Economics: Introductory Principles Applied to Everyday Problems. Cincinnati, Ohio: South-Western Publishing Co., 1967.

Leith, Harold R., and R. Pierce Lumkin. Economics U.S.A. New York: McGraw-Hill, 1968.

Lindholm, Richard W., and Paul Driscoll. Our American Economy (3rd ed.). New York: Harcourt, Brace & World, 1967.

Mortenson, William P., Donald T. Krider, and Ray J. Sampson. Understanding Our Economy. Boston: Houghton Mifflin. 1969.

Silk, Leonard, and Phillip Saunders. The World of Economics. St. Louis: McGraw-Hill, 1969.

A one-semester ninth-grade economics course has been developed at Ohio State University under Dr. Meno Lovenstein, viewing economics as a "system of concepts and integral patterns of reasoning." Teachers are expected to promote a continuous questioning attitude and to emphasize the unfolding and linking of concepts.

There are both multiple choice tests and written exercises to measure comprehension and linkage. This course can also be used at other high school grade levels. Materials can be ordered from the Ohio Council on Economic Education, Ohio State University, Athens, Ohio 45701.

Another one-semester economics course, designed for grade nine, is "Comparative Economic Systems," part of the project headed by Edwin Fenton of Carnegie-Mellon University and funded in part by the U. S. Office of Education. The course starts with a look at the impace of Kwakiutl, American, and Soviet values in economics and goes on to trace how each society deals with the basic problem of scarcity and the basic economic decisions. Models of a market and a command economy are considered. The course ends with a weighing of values for economic systems, their development, and their growth. A teacher's manual is available.

"Econ 12" is a one-semester economics course for twelfth grade, developed at the Economic Education Center of San Jose State College (California), funded by the U. S. Office of Education and the Joint Council on Economic Education. It is designed as "a course suitable to the top two-thirds of high school seniors with no prior formal study of economics and appropriate to teachers with no special training in economics." Part of its rationale is the "use of deductive reasoning and model building patterns of economic analysis." The course consists of four units. The first develops knowledge and procedures needed in the other three units and introduces such basic concepts as scarcity, alternative cost, productivity, exchange, and social organization. It also develops the view of an economic system as part of overall social organizations and introduces personal and social value problems in economic decisions. Unit two is a microeconomic study of markets and another unit is a study of macroeconomic economic systems. Perhaps there is too much here to be packed into a one-

semester course, necessitating selection of parts of the program. A teacher's manual and tests are forthcoming. Three films developed by the project may be rented from the Economic Education Center. Addison-Wesley Publishers have marketed these materials.

Other materials from scattered sources supplement classroom materials nicely, such as Great Myths of Economics by Don Paarlberg (New American Library, 1968. 207 pp.). To capture the feelings of people caught up in a severe economic upheaval, see The Great Depression, edited by David A. Shannon (Prentice-Hall, 1960, paperback).

Although an economics course designed to enable students to comprehend both macroeconomics and microeconomics has much to defend it, the possibility of another course with a general business/family finance/money management approach should not be ignored. One could wish that each student were as perceptive as a stockbroker, but he simply is not, and yet during a lifetime he may well handle upwards of $300,000 (given an income of $7500 per year for 40 years). Credit, installment buying, mortgages, tithing, taxes, savings, investments, and related topics are not foreign to the experiences of a high school graduate or dropout. There are a number of teaching materials to help structure such a course. Houghton Mifflin publishes Your Family and Its Money and includes sections on financial decision-making, consumer credit, budget-making, home ownership and rental, transportation, insurance, social security, and banking. A list of related films and filmstrips is also included.

Another good source of materials is the South-Western Publishing Company of Cincinnati, Ohio.

GEOGRAPHY

Although Christians readily acknowledge that "the earth is the Lord's and the fullness thereof," geography unfortunately has had a reputation of being a "weak sister" discipline and, in high school, a collection point for the "less motivated" students. This need not and should not be so. One of the newer programs, by no means a "Mickey Mouse" deal, is the High School Geography Project, sponsored in part by the Association of American Geographers. This course has six units of study: "Geography of Cities," "Manufacturing and Agriculture," "Cultural Geography," "Political Geography," "Habitat and Resources," and "Japan." Although this course is labeled "geography," it brings in heavy doses of history, anthropology, political science, and economics. Parts of this program would fit very well into an eleventh-grade U.S. history course. Each unit is made up of a teacher's guide, an expendable student's manual, and a book of readings for students, in addition to slides, transparencies, masters for transparencies, several kinds of maps, and games. Behavioral objectives are closely tied in with evaluation. The program focuses on important concepts, presents opportunities for many kinds of thinking, and has a wealth of good lessons worked out in detail. There is a good variety of classroom procedures and instructional materials. Teachers should be allowed adequate time or special training prior to teaching the course. Macmillan Company is the publisher; users are generally well pleased. This High School Geography Project was completed in September, 1970. For additional information on its scope write the High School Geography Project, Association of American Geographers, 1146 Sixteenth St., N.W., Washington, D.C. 20036.

Project Africa is a more modest undertaking, dealing with three major topics which could make a one-semester area study or could be incorporated into a world geography or world history course. The materials include a teacher's manual (with

specific teaching strategies), a book of readings, filmstrips, transparencies, tapes, maps, and study guides. The first topic introduces four culture groups in Sub-Saharan Africa: the Hausa of Northern Nigeria, the Kung Bushmen of Kalahari, the Mech'a Galla of Ethiopia, and the Kikuyu of Kenya. The second topic has a cultural geography flavor as it makes the point that Africa has a long history and that significant civilizations were common before the arrival of Europeans. The final topic deals with a changing Africa, using among other things readings from newspapers, biographies, and novels. Tests are included in this 1970 production. For more specific information write Dr. Barry K. Beyer, Project Africa, Baker Hall, Carnegie-Mellon University, Pittsburgh, Pennsylvania 15213.

Materials for the less motivated are available, but they should be selected judiciously lest sub-motivation be catered to rather than appropriately challenged. In this context one might consider the materials of the Fideler Company, 31 Ottawa N.W., Grand Rapids, Michigan 49502.

There are other books and materials of quality which can be used in a less inquiry-oriented manner. Exposition is still a highly satisfactory way to communicate many kinds of learnings. A "discovery" approach during every class period would become as boring as lecture or programmed instruction in every class period.

Urban geography continues to be more seriously considered as a topic for separate study. One of the first textbooks to appear to implement this is The Rise of the City. It is an urban approach to world geography, using an inquiry-conceptual approach, 544 pages of it. The copyright date is 1971 by Field Educational Publications, Incorporated.

Scott Foresman in 1970 produced a 240-page softcover, Urban America, written by Margaret Branson and Evarts Erickson. Not only is it very readable, but the picture selection is exceptionally good. Here is cultural geography in an appeal-

ing form.

URBAN DYNAMICS is a learning game put out by Urbandyne. Four teams of three to five players each can participate, each team representing a different economic and/or racial group. Playing time is from three to four hours, concluded by an in-depth evaluation of the total playing session. It is not recommended for groups without previous experience in educational games.

Teachers have found that actual field work in geography can be a highly motivating and profitable pursuit if purposefully done. This may involve tours of an area, interviewing, plotting growth, and analyzing in some detail a local problem with heavy geographical overtones (flood control project, urban renewal, zoning ordinances, etc.). A highly motivational approach would be a plane trip over a region being studied. (Check into local costs.) Some teachers have found elementary mapping techniques, such as making a topographical map of a golf course or an open field, to be highly satisfying. Perhaps a local surveyor would donate a few hours of his time if there is no one on your staff who feels qualified to teach this. The raw data of the study of geography is as near as the classroom window.

An excellent book, without any doubt, is The Local Community: A Handbook for Teachers, published in 1971 by Macmillan Company. Written by a committee chaired by Kenneth E. Corey, it is a spinoff of the High School Geography Project. Its contents guarantee a better study of local geography.

The National Council for Geographic Education (111 West Washington St., Chicago, Illinois 60602) has an extensive list of inexpensive publications. A NCGE publication compiled by H.A. Hornstein, A Bibliography of Paperback Books Relating to Geography, lists over 600 paperback sources in convenient categories.

HISTORY

History has long been the mainstay of a high school program. The basic assumption has been that for a reasonable understanding of the present, and responsible decision-making for the future, a knowledge of the past (history) is essential. Put in other words, history is never simply something "back there"; it is the depth dimension of our present. Whether these studies are made under the label of history or some other discipline is not the important issue. What is crucial is an awareness that the past is the prologue to both the present and the future. Certainly God's dealings with men have always occurred in history; this in itself makes the study of history important.

Although few would dispute the value of the study of history, there is considerable discussion concerning the kind of history, the amount of history, and the specific purposes of history-teaching, as well as the best methods/strategies to be employed. Part of the cause of dissatisfaction comes from the tradition--ingrained teaching of American or Canadian history in elementary schools (usually grade 5), junior high (7-8), and senior high (10-11). This practice goes back to a recommendation of a committee of the American Historical Association in 1916, a time when few students entered high school. To cultivate good citizenship, national history was recommended for grades 5 and 8. Today most students graduate from high school and are given a third encounter with American or Canadian history in a manner usually determined by the individual teacher who is trying to avoid the student comments to the effect that "we've had this before." Repetition may be the mother of learning, but pointless repetition is the father of boredom. In an effort to counteract the ennui of many students, some school systems have dropped fifth grade national history or modified it to a course in historical geography of North America. In other situations by mutual consent junior high schools have agreed to concentrate

primarily on the period of national history up to 1870, with high schools emphasizing developments of the past century, leaving each group with additional opportunities for in-depth studies.

More extensive revisions are involved in Project Social Studies of the University of Minnesota, the Providence Social Studies Curriculum Project, and that of the Educational Research Council of America. The senior high course in Project Social Studies of the University of Minnesota uses social science concepts learned earlier to build additional concepts and generalizations. Tenth-grade U.S. history emphasizes the interrelationships among social, political, and economic systems. Grade eleven uses ideas from several disciplines to analyze the culture, values, and problems of Western Europe, U.S.S.R., China, and India. The grade twelve course, "Value Conflicts and Policy Decisions," examines value conflicts and policy alternatives.

The Providence Social Studies Curriculum Project has for grade nine a study of contemporary civilizations including Indian and Western; grade ten, "American Studies - Social"; grade eleven, "American Studies - Economic and Political"; and grade twelve, "Issues in Contemporary Societies."

The Educational Research Council of America envisions in its planning a course for grade nine in comparative geography, economics, and politics (the U.S.A. and U.S.S.R.; also International Politics). This follows a study of U.S. history in grades seven and eight. Grade ten addresses itself to the history of civilization and ideas with East Asia as an area study. Grade eleven studies have been planned as a topical approach to the historical and constitutional development of the United States, with grade twelve a study of the United States in the world, along with a review of geography under the title of "Lands, People, and Resources of the World."

None of these three projects have materials available through (commercial) educational publishers. Mimeographed material on the University of Minnesota project is available from the Green Printing Company, 631 8th Avenue, North, Minneapolis, Minnesota 55411. The Providence Social Studies Curriculum Project materials are available from the Rhode Island College Bookstore, 600 Mount Pleasant Avenue, Providence, Rhode Island 02908. High school materials from the Educational Research Council of America are not yet available in any form.

More intensive concerns for history in high schools are reflected in the work of the Committee on the Study of History (the Amherst Project) aimed at eleventh-grade United States history. Under the direction of Richard H. Brown a series of booklets designed for in-depth study of issues has been published by Addison-Wesley.

Inherent in these newer publications are the assumptions that (1) inquiry-oriented materials and teaching have at least as much or more learning potential then expository methods and materials, (2) they make for greater involvement of the pupil in the learning process and result in giving learners a greater "feel" for the topic at hand, (3) they provide options for both teachers and pupils in tailoring a program for specific needs and goals. It is regrettable that panacea-minded advocates of these recent developments have confused inquiry teaching with letting students aimlessly do their own thing, but Christian charity precludes judging a movement by its zealots. If Christian education is to take seriously as one of its concerns the growth of learners and all that growth implies, increasingly there must be a putting of students "on their own" in the process of learning. In varying degrees this has always been true of good education. The new lables and new materials have once again forced this concern upon a generation which has too long gone on the assumption that mere knowledge

is synonymous with education.

Some students, indeed, will learn well with these new inquiry-oriented materials. May their tribe increase. Others simply will not "take" to these methods and materials. The Christian teacher must be resourceful in communicating to both (or all) groups lest any one segment get shunted to the side of the road of learning.

Materials to implement world history study through inquiry are becoming more plentiful. Man and His Environment by Byron G. Massialas and Jack Zevin, published by Rand McNally in 1969, is a 70-page study of why people may choose to settle in one place rather than another. Included in the larger package is a variety of materials including maps, slides, tables, and games (or puzzles). A 20-page teacher's manual is also available for each item in the series. By the same author and publishers in similar format are Political Systems (42 pp.), Social Structure (72 pp.), Economic Organization (88pp.), Religious - Philosophical Systems, Cultural Exchange (66 pp.), Two Societies in Perspective, China and Britain (90 pp.), World Order (78 pp.), and Looking into History. These publications are part of their WORLD HISTORY THROUGH INQUIRY SERIES; cost is $1.20 net per volume

Source readings and interpretations found in 32 Problems in World History by Edwin Fenton (Scott, Foresman, 1969. 240 pp. paperback) provide for a greater in-depth study of selected topics. The Asian Studies Curriculum Project at the University of California is directed by John U. Michaelis and coordinated by Robin J. McKeown. Field Educational Publications has published a series of fifteen paperbacks ranging from 48 to 160 pages each. They fall into three main categories:

1. Asian Thought:

Confucianism and Taoism
Buddism
Chinese Painting
Chinese Popular Fiction
Gandhi

2. Changing Patterns of Asian Life:

East Meets West
Mao Tse-tung and the Chinese Revolution
Life in Communist China
Modernization in Japan
China and the United States

3. Traditional Patterns of Asian Life:

Man and His Environment in Asia
Food and Survival in Asia
Man and Woman in Asia
Class and Caste in Village India
Cultural Patterns in Asian Life

This course gives a far different look at Asia than is found in most history or geography texts. Great men are studied, but common people are studied as well. The religious, philosophical, cultural, and aesthetic receive as much emphasis as the political. Some of the paperbacks could be used in English and fine arts classes as well as social studies. Most of the readings are written by Asians or by Westerners who directly observed the Asian scene. A single series or a single booklet within a series could be put to good use; the entire set would be a desirable addition to a high school library.

Perhaps more has been done to develop an inquiry approach in high school studies by Edwin Fenton and his colleagues at Carnegie-Mellon University than by any other group to date. Published by Holt, Rinehart and Winston, Inc., these materials for eleventh grade consist of in-depth studies of important aspects of American history linked together by time lines and historical essays. The course is published in one volume (also available in parts) for each semester; separate audio-visual kits also are available. The full scope of this high school program

is explained in a 23-page brochure by Edwin Fenton, "Developing a New Curriculum: A Rationale for the Holt Social Studies Curriculum." Copies may be had for the asking by writing to the Social Studies Marketing Manager, Holt, Rinehart and Winston, Inc., 303 Madison Ave., New York, N. Y. 10017.

In brief, the program has for the first semester of grade nine "Comparative Political Systems" and for the second semester, "Comparative Economic Systems." The tenth grade has "The Shaping of Western Society" in the first semester and for the second, "Tradition and Change in Four Societies" (South Africa, China, India, and Brazil). Grade eleven consists of two semesters of American history, and grade twelve, first semester, is an "Introduction to the Behavioral Sciences" (psychology, sociology, and anthropology). The final semester presents "Humanities in Three Cities," a comparative study of ancient Athens, Renaissance Florence, and modern New York City, in grappling with the questions of defining "the good man, the good life, and the good society." Dr. Fenton has commented that beyond inquiry learners must become decision-makers and this thought runs through all his materials. As for materials, get the right mix of inductive and deductive teaching, he suggests, but don't spend a whole week in games or some other program to develop one generalization which a paragraph might be able to do better. Fenton's books contain some powerful paragraphs as well as practical suggestions for actual classroom situations. He has maintained his role as a sometime high school teacher in order to prevent his program and materials from losing contact with reality. In his thinking both inductive and deductive approaches are caught up in the term "inquiry approach." History, suggests Fenton, is a way to read and write about the past and should facilitate both analytic competencies and value clarification. Directed discussion should be a catalyst for these concerns, bearing in mind that different people learn different kinds of

things in different kinds of ways. Part of his work stems from a concern that traditional curriculum work has failed to link learning experiences from one year to those of another so that learning is not cumulative and sequential, as it ought to be. As for his program, he makes no claim that it forms a complete and adequate high school social studies program. The courses are at best semi-independent and are to be plugged in at appropriate spots. Local circumstances demand local decisions, curricular and otherwise.

Part of the reluctance to attempt different approaches in history stems from difficulties involved in cost of materials and teacher preparation. As for cost, the Indiana Studies, all of which have been conducted since 1960, suggest that an inquiry approach can take place in existing history courses using many of the commonly adopted textbooks, although there is an inherent temptation in "old" materials to go back to "old" ways. As for teacher preparation, there are available summer institutes, extension courses, workshops, and publications (see part III, bibliography of professional books) which are specifically designed and written to help teachers implement new approaches.

The responsibility of the Christian teacher to help students in developing a Christian interpretation of history is one which may not be sidestepped, complex as the undertaking may be. Biblical givens range all the way from recognizing God as the Ruler of nations (Psalm 2) to the color of the horses in the pending day of destruction (Revelation 6). History, for all its deficiencies as the chronicler of mankind, indirectly says that there is something unpredictable about people despite all we may know about human nature. There will always be some unanswered questions in the study of history concerning the ways of God and the ways of man.

Books--plenty of them--have been written on a Christian interpretation of history, but most of them have been so abstract and theoretical that they have been of little value to the average high school teacher. We await the day of publication of a readable, relevant, and reliable book which correlates and interprets the events of history in the light of the Christian faith.

In the interim perhaps these few factors for consideration will be of some use. Every struggle or conflict which ever has occurred or will occur is essentially a conflict of ideas by which men seek to live. Whether these ideas are commendable or otherwise, they reflect a basic allegiance to God or gods or themselves or some mixture of these.

It is a recurring Scriptural given that only when men are unified with Christ can genuine unity be expected among themselves and peace be found in the world.

In a Christian interpretation, the time factor has much to do with one's perspective. As for the long-long-range view, data here can be gleaned exclusively from Scriptural sources. All history is caught up, is couched as it were, in the great acts of God's creating and redeeming the world. Beginning with God's purpose in creating the world and continuing with the entrance of sin and the conquering of sin and death by Christ, history has moved along in events which shall culminate in the return of Christ and the ushering in of "a new heaven and a new earth" (Revelation 21:1). Genesis 3:15 and John 1:1-14 are passages also fraught with many implications in history.

A long view of history may be gained from the Scriptures and general historical studies, and also from archeological and geological studies. From these pursuits we may learn something of what all men have been like--their aspirations, their conflicts, their achievements, and their acceptance or rejection of what they knew of God's expectations (Romans 1).

In what one might call, for want of a better term, an intermediate period of history, one encounters the history of Western civilization, beginning with ancient Greece and the great ideas which have shaped that civilization, as well as the relation (conflicting or coinciding) of those ideas with the teachings of Christianity. Here arises the Cross of Christ, "towering o'er the wrecks of time," and from this time on one can trace the story of how Christianity has influenced ideas and movements and how it has been influenced by them, spanning at least a millennium after the Incarnation of Christ "in the fulness of time."

Modern history, from 1500 to the present, arises with the Renaissance, a blossoming of events in keeping with man's calling to have dominion over all things, although motives and results were humanistic as well as Christian. This was the time of the Reformation, a recapturing of the Biblical teaching of redemption and salvation by the grace of God through faith in Christ alone. From this developed the "Protestant ethic" and all that it implies.

The present "current events" point in time has little meaning unless seen against the background of a longer range of history which present happenings will either refute or corroborate. Specifically, how much historical significance may a Christian attach to the establishment of the nation of Israel in 1948? It is a sobering reflection for the Christian historian to consider the number of times the term "anti-Christ" has been incorrectly used as a label for men and movements. Nor is it of much help to reduce the study of recent history to a categorizing of whether men have acted obediently or disobediently to God, for although the basic premise of the authority of God cannot be challenged, who would claim the near-omniscience needed for such an undertaking amid the complexities of current history?

The question remains in the mind of the Christian history teacher: "Which things do I select as important and which do I ignore or minimize as things of lesser importance?" For choose one must; the content of history is too vast to allow complete classroom coverage. The question can at best be answered only in part without knowing the cumulative sequence of what is taught in any given local school system. The educational philosophy and objectives of the school no doubt indicate something of the prime concerns of the school; these should be borne in mind in selecting topics for historical study, for they indicate something of what is and what is not important in life. There should be incorporated a basic body of historical knowledge and insights appropriate for the intended grade level as well as a sensitivity to the importance of great ideas as their consequences become evident in history. An exploring of answers to questions raised in the Scriptures should be considered in terms of specific historical instances: "What is man?" (Psalm 8), "From whence come wars and fightings among you?" (James 4), "What is a man profited, if he shall gain the whole world...?" (Matthew 16), and "What profit hath a man of all his labor which he taketh under the sun?" (Ecclesiastes 1).

One might also ask about the relative importance (a poorly chosen term) of the minority and majority thinking concerning faithfulness to the things of God--Noah in building the ark, Abraham in responding to the call to leave his homeland, the "seven thousand" in the days of Elijah, the persecuted followers of "the Way" in New Testament times, the Protestants of early Reformation years, the "Hidden Seed" (to use the words of Comenius) of the following century, and subsequent small but identifiable groups which seemingly are the spiritual descendants of those listed in Hebrews 11. How does one give them their due in a study of history?

Something pointed should be said about the history of the conservation of natural resources and surely about the history of minority groups, not simply because these topics are timely, but also because a concern for both is right. The Old Testament is, among other things, a history of the nation of Israel. The land of Canaan, flowing with milk and honey, was given to the Israelites by God for their sojourn on this earth. If the nation of Israel would obey the laws of God, the land would remain fertile and prosperous. Throughout the early books of the Old Testament can be found a good number of conservation laws usually interspersed with laws on social justice. For example, in Leviticus 19:9 the Israelites are told by God not to reap the harvest to the very end of their property, neither should they gather the gleanings after their harvest. This was to be left for the poor and the sojourner. In this instance, as in a number of other social laws, the law was also a very good conservation practice. When the winter rains came in Palestine, the soil would not be able to be washed down the hills, and thus soil erosion was prevented. We also see the care of God in the law that provided for the practice of allowing the field to lie fallow every seven years, and in the practice demanded by God's law in not picking the fruit of newly planted trees for a period of three years. Psalm 72, recording King David's instructions to his son Solomon on the role of government, shows the relationship of conservation laws and practices and God's social justice and human rights:

> Give the king thy justice, O God,
> and thy righteousness to the royal Son!
> May he judge thy people with righteousness,
> and thy poor with justice!
> Let the mountains bear prosperity for the people,
> and the hills, in righteousness!
> May he defend the cause of the poor of the people, give
> deliverance to the needy,
> and crush the oppressor!

As long as the Israelites obeyed the laws of conservation by practicing them in the care of the land, and at the same time carried out the laws of social justice, the people would prosper and God's name would be glorified.

As the history of Israel progresses, we see through the writings of the latter prophets, Amos, Isaiah, etc., that the people and leaders of Israel had forgotten God's laws both of conservation and of social justice. The people exploited the land, became rich, claimed the land as their own, and forgot in their greed the mandates of Psalm 72. The prophets spent most of their time explaining why God was angry. The Israelites had exploited the resources of Palestine for their own standard of living and had practiced social injustices on the minority to gain this standard of living. Their physical desires and the gaining of material ends were constantly ahead of their moral and spiritual values. God cursed them through the environment, as prophesied in Isaiah 24:4-6.

> The earth mourns and withers, the world languishes and withers; the heavens languish together with the earth. The earth lies polluted under its inhabitants; for they have transgressed the laws, violated the statutes, broken the everlasting covenant. Therefore a curse devours the earth, and its inhabitants suffer for their guilt; therefore the inhabitants of the earth are scorched and few men are left.

The Israelites attempted to live with the curse by building man-made cisterns, which were never needed when God's conservation laws were obeyed. The cisterns later broke up and the land dried up, yielding no fruit.

Machiavelli stated that history is a storehouse of examples for man to benefit from. White America could well learn from the history of Israel. The prosperity of America is due not primarily to any economic system, or to any form of government or way of life, but by the grace of God in the richness of its natural resources and its geography. When the white European first came to what is now the United States, he was overwhelmed by the vastness and richness of the en-

vironment . The European who came here was a mixture of many pressures. He was a Christian with high moral beliefs and purposes, but he was also a product of the spirit of the Renaissance and the Commercial Revolution of Europe of 1400's --the autonomous man with the mistaken notion of absolute freedom to control and exploit. Added to these pressures was the Industrial Revolution and all that it implied concerning natural resources and the rich environment of America. As the European became "successful" he saw himself as superior to all other peoples and he began to rationalize his actions toward the environment and other peoples accordingly.

Another great influence on the white man in America was the "natural rights" theory, especially the property rights concept and the almost sacred right of the individual to own property and do what he wills with it. The combination of these many factors in the Christian white European almost immediately produced a tension between property rights not only in himself, but also in his relationships with the non-whites in the American environment. These tensions have usually led to what has become known as "compromise." In our interpretations of American history, we have almost dogmatized the thinking that our greatness and our unity lies in the fact that we have always been able to compromise the tensions between human rights and property rights. We have failed to see that compromise has usually excluded a part of American society from the benefits of that society. An example can be cited from the Constitutional Convention of 1789. The Founding Fathers were caught in the tension between human rights of freedom and justice for all and property rights of the ownership of slaves. The result was a "Compromise" which excluded from the benefits of American society the thousands of Negro slaves then residing in America.

Many examples can be cited in American history of the tension between human rights and property rights or law and order vs. justice in which compromise "resolved" the problem, but always with the result that segments of American society were alienated, whether these segments were people or resources. In the case of people, primarily non-white Americans, it was alienation from the benefits of society as a whole, and in the case of resources, it was the alienation of resources from society as a whole. The devastating exploitation of our natural resources has given the majority of white Americans a high standard of living. Our land has given to a great majority of Americans great opportunity and freedom. But in search for the accumulation of things, the white American in practice has forgotten the laws of God in conservation and social justice for the minorities of the land. Our priorities rise up against us just as they did in the time of the minor prophets in the history of Israel.

What the history and presence of the Black Man and Red Man in America show is the glorious history of oppressed peoples fighting for justice for 350 years against a white majority who have almost wholly forgotten in practice the laws of God pertaining to conservation and social justice. The environment and the "human problems" cry out to the white majority to repent and change its priorities. A reminder to fulfill God's law is needed.

Anyone who is sensitive to the thinking and feelings of the non-white peoples in the United States today is aware of the great stirring among the masses of peoples living in their enclaves or communities. Whether they be black people, red people, yellow, or Mexican-American, "Who are we?" is the cry and the working slogan. Although this cry has been heard frequently throughout the history of the minorities, all indications are that the masses of people are not being affected by it. The different aspects of the movement are complex and to the

casual observer it seems as if the movement is all rather fragmentary. But, on closer examination, one soon finds a similarity which must be recognized as an essential change in the outlook of minorities in American society.

Just at the moment in history when the majority of Americans seem to be accepting the inevitability of "integration," the cry among the non-white minorities is "separation." One of the problems is, of course, that most Americans live in a mythical America. A great number of Americans still cling to the myth of the "melting pot." A myth, as one might define it, is an intellectual construction that fuses concept and emotion into an image. The concept that as each immigrant or cultural group came to America, started at the bottom, and slowly moved up and into the unified society, only to be replaced by a newer group, has been ingrained into the thinking of most Americans. To many Americans, the one flaw in this beautiful concept was the non-white American, and now the time in history has arrived to "integrate" him into the unified society. The picture of the many, many doors where all different nationalities and peoples move in, and at the other end emerge from the one exit as "Americans," now will include the non-white American.

As in all myths, there is some basis of fact in this myth of the "melting pot." In varying degrees, for a good number of white Americans there has been a great movement toward cultural and social unity, and this unity has now become the "standard" for the measuring of one's "Americanism." Anything which deviates from this norm is abnormal, and the myth has become accepted as reality. In brief, we say, "Become like us and accept our standards and norms and you will become Americans."

In this mythical America, equality and tolerance for others is practiced and differences are tolerated or overlooked. There are problems, so the myth states, but slowly and surely there is progress and these problems will be over-

come.

However, what the non-white in America always knew, but what came as a shock to "white" America, was that underneath that thin façade of a unified America, was and is a thick layer of barbarism. In reality, what America is, is in many ways not a unified whole, but consists of many enclaves or ghettoes, each of which is a stranger to the other, unknowing and fearful of each other. What was assumed to be unified is found to be fearfully fragmented. Black Power and Red Power were met with Polish Power, Italian Power, and White Power.

All who are involved in education, especially in history and social studies, must ask two questions: How much have we contributed to the perpetuating of the myth which has been described above? And, Is it to our advantage to listen to what the non-white minorities are saying both in criticism of what we are teaching, and in demanding what we should be teaching?

If American historians are really honest with themselves, they will have to admit that American historiography is in somewhat of a shambles. Although throughout the 1960's much revision and re-interpretation have been done concerning the role of the non-whites in American history, much work still remains to be completed. The real chaos exists in the teaching of American history and social studies. In many classes no attention is paid to the revisions or re-interpretations. In some classes, an attempt is made to include some of the revisions, but it is taught in such a haphazard way that it is not at all satisfactory to the non-whites.

What are the non-whites demanding in our teaching of history and social studies? It is a demand for the study of their history along ethnic lines. It is what they term, "The Black Experience," "The Red Experience," or "The Mexican-American Experience." They reject most of the past studies and teaching they have experienced as racist, whether this racism was intentional or unintentional. They

see most studies and teaching of their past to be written and taught from the "white" point of view, and they find themselves constantly being compared to norms and standards of the white "mythical" America. Consequently, they are usually treated as problems and not as people. They reject the whole civil rights movement as a movement in the wrong direction. They object to most of the teaching about them in the schools as nothing but "Race Relations" which leads nowhere except to unintended racism and a false feeling on the part of the majority of Americans to the achieving of progress and equality.

When all the oratory and shouting is finished, what the non-whites desire and demand is a return to "Ethnic Studies," that is, the experience of a people from the time of their beginnings to what they are today. The "new" Indian, the "new" Black, is the man who knows and is aware of his "real" history. He studies his own institutions, his own culture from his own conceptual framework.

What the non-white is also asking is that the majority of Americans also take a close look at their own "real" history. For one thing, he demands that we break out of the syndrome of teaching only presidential history, political history, institutional history, etc., over and over again. Do we give lip service to history as the study of real people and then in detached fashion study ourselves and others in abstraction?

We have been found to be quite dishonest in our dealings with the history of the non-white in America. Non-whites have demanded that we change. As they develop the "real" history of their past, should we perhaps develop the "real" history of our past? For example, should the Dutch Experience, the Italian Experience, Polish Experience, or the White Experience be explored and studied? This would be different than studying, for example, the Dutch Heritage. It would be much more inclusive and real. Once the student learns how

he was culturally formed, he then would use the same tools and attitudes to study other minorities that make up America.

What would this mean for the teaching and learning in the history classroom? To begin with, it would mean for the teacher and student whole new areas of research and sources. What other problems and implications may arise we leave for your consideration and discussion. Resource materials are becoming increasingly available. For a good listing, check a copy of Minority Groups in Anglo-America (NUCS Resource Paper #6; price $1.00), especially pp. 25-53. For $3.25 a 313-page hardcover bibliography put out by the Library of Congress is available by writing the U.S. Government Printing Office, Washington, D.C. 20402. Ask for The Negro in the United States, A Selected Bibliography, compiled by Dorothy B. Porter (1970).

For background studies of the American Indians, see The Indian Heritage of America by Alvin M. Josephy (398 pp., paperback, Bantam Books, Inc., 666 Fifth Avenue, New York, N. Y. 10019). To become acquainted with a stinging appraisal of the Indian "plight" in America, read Vine Deloria's Custer Died For Your Sins (272 pp., paperback, Avon Books, 959 Eighth Avenue, New York, N. Y. 10019). By the same author and published by the Macmillan Company is We Talk, You Listen, 227 pages which live up to the title.

An apology is due since much of this section uses United States history as a case in point to the near exclusion of Canadian history, Church history, or world history. Suffice it to say that all are important. Particularly in national and world history, a good pedagogical case could be made for having a course in upper elementary or junior high grades which concentrates on the early phases of Canadian or United States or world history in such a way as to give the learners an enjoyment and appreciation of history, as well as a respectable

knowledge of it. Then with high school opportunities, a concentration upon the last one hundred years of national history or the last five hundred years of world history should enable students to have a better understanding of their times. And surely, better understanding remains as one of the purposes of teaching history.

JURISPRUDENCE (Law)

"Obedience to law is liberty." That thought-provoking statement is inscribed above the entrance of at least one courthouse. Although the laws of men can never claim the finality or the surety of the laws of God, there is something in this notion ringing true to the Christian teaching which speaks of the "law of liberty" (James 2:12).

John Calvin, aptly described as a lawyer and politician whose overriding passion was theological, made these comments of more than passing concern:

> "...all laws are preposterous which neglect the claims of God merely to provide for the interests of man...."

In his Institutes he was equally pointed: "When the glory of God is not made the end of government, it is not a legitimate sovereignty but an usurpation." Was he speaking the truth or was he not?

The laws of men as well as the laws of God strongly influence the lives of all. Unfortunately, "law" or "laws" too frequently have a negative, restrictive connotation. The Law in American Society Foundation, jointly sponsored by the Chicago Bar Association and the Chicago Board of Education, began a project in 1965 to produce materials to indicate how the law really works in everyday life as well as to present more formal legal theory and definitions. Four years later, after testing these materials on several thousand Chicago high schoolers. results indicate a significant positive effect not only on what these students know, but also on how they feel about the system of laws upon which contemporary

American society is based. Throughout these materials students are encouraged to grapple with alternatives and possible resolutions of issues. Now available from Houghton-Mifflin, the JUSTICE IN URBAN AMERICA SERIES includes "Crimes and Justice," "Law and the City," "Law and the Consumer," "Poverty and Welfare," "Landlord and Tenant," and "Youth and the Law"--excellent booklets all. This series of six is available in paperback at $4.95 per complete set and $1.20 for the Teacher's guide. These booklets may also be purchased singly at 99¢ each, with the exception of "Law and the City," which is $1.20. These attractive paperbacks average 85-100 pages each and can serve as the basis of many a timely discussion. They are designed to be used in connection with U.S. history or civics. A teacher's manual provides background information and a variety of teaching suggestions. From the same source comes "Vital Issues of the Constitution," a supplementary text designed for grades 11 and 12.

Published by American Education Publications is "Liberty Under Law," a 64-page softcover book (35¢). It uses authentic court cases to illustrate constitutional questions of freedom and responsibility. Also from American Education Publications are the "Harvard Series on Public Issues" which include "Community Change," "Rights of the Accused," and "The Lawsuit," (available for 35¢ each). The national council for the Social Studies has published Supreme Court decisions in the form of case studies in the JUDGMENT SERIES. The point of these publications is not to produce amateur lawyers, but to provide a more seasoned understanding of the role of law in American society and in the lives of each of its citizens.

Liberty and the Law, case studies in the American Bill of Rights, could serve equally well in a course in law or political science. Written by members of the Oregon State Bar in cooperation with classroom teachers of the

Portland public schools, they have been published by Prentice-Hall. These booklets can be ordered individually or in an attractive classroom package which consists of a teacher's manual and ten copies of each of the ten units corresponding with the first ten amendments. Net cost is $45.00. Also available from Prentice-Hall are more advanced materials for honor students.

POLITICAL SCIENCE (Civics)

The senior course, whatever its name, often has a political science orientation. As with history, there has been some pointless duplication of teaching efforts, since a course in civics is generally included in a junior high curriculum. Again a division of emphasis rather than an abandonment of either course may be the viable option. If a junior high course were to concentrate on the anatomy of government (three branches of government, how a bill becomes a law, etc.), the senior high course should be in a better position to concentrate upon the physiology of government (how it really operates, pressure groups, ways to influence government, quasi-government functions, etc.). Unless one believes that government is inherently evil and unworthy of a Christian's active participation, there would appear to be sufficient warrant to justify a course designed to help equip students to know by whom political decisions are made and how best to be an influence for good. To do this one must know how the system works and how to gain a hearing with political leadership. Helpful in such a study would be U.S. Politics - Inside and Out, a 221-page paperback published in 1970 by U.S. News and World Report.

Assuming a stagnancy of many a twelfth-grade civics course, a project was begun in 1966 headed by Howard Mehlinger and Shirley Engle at Indiana University. From available information it appears that significant attention has been given to value identification, analysis, and judgment, using a multi-media

approach. Already completed is a ninth-grade civics course entitled "American Political Behavior," taking a behavioral science approach. Parts of these programs could be incorporated into an existing high school government or sociology course. Commercial publication of these materials is scheduled for 1972. The center itself is equipped to distribute materials to trial schools only.

To implement more of a comparative political science approach, the Thomas Y. Crowell Co. has issued its COMPARATIVE GOVERNMENT SERIES of 200-page paperbacks, including studies of France and the Soviet Union.

Other available materials can be put to good use, including a wide range of films. But to teach this course without field trips or having guest speakers who know what's what on the political scene (local and otherwise) is like trying to teach music without hearing, creating, or responding to music. The excitement of watching a close vote in the state legislature, the heated in-fighting at a county political caucus, the cigar smoke at city hall--these are some of the ingredients to make the pupils feel, hear, and smell political action for real. And of course there is the thrill of a political victory and the feel of a candidate's handshake to help grasp what life is all about in the political process. Anatomy and physiology take on new interest with the realization that the body politic is very much alive.

PSYCHOLOGY

"Know thyself" is an old adage dating back to classical Greece. In more recent times Thomas A. Kempis wrote that what every man is in God's sight, that he is, and no more. The desire to know ourselves as we really are and our fellow men as well is a commendable goal towards which psychology can make a valuable contribution. A number of high schools are now offering a one-semester course in psychology as an elective, a course being well received.

The psychology program at Unity Christian High School (3487 Oak Street, Hudsonville, Michigan 49426) has been developed at length by Mr. Henry De Witt. He has posited five objectives for the program:

(1) to learn to know and understand ourselves better (Philippians 4:8, 9)

(2) to learn better self control (II Corinthians 10:3-5)

(3) to learn to handle our tensions and anxieties (Matthew 6:30-33)

(4) to experience further development of Christian character and personality (Psalm 19:12-14)

(5) to see God as the highest authority in our lives (Luke 22:42)

Units studied include personality development--theories and appraisal, learning and thinking, ability testing and intelligence, conflict and adjustment, motivational and emotional behaviors, and mental health. Experiments are conducted dealing with positive and negative reinforcement, reaction time, transfer of learning, trial and error learning, and operant conditioning. Additional information and copies of an extensive bibliography may be had by writing directly to Mr. De Witt.

A national professional organization to which one might wish to belong is the Christian Association for Psychological Studies, 6850 South Division Ave., Grand Rapids, Michigan 49508. Annually it sponsors a convention and publishes reports of the proceedings and papers given.

The American Psychological Association, 1200 - 17th N.W., Washington, D.C. 20036, publishes the monthly American Psychologist. This organization has a number of divisions dealing with specialized areas, nearly twenty in all, some of which publish professional journals appropriate to their specialities.

SOCIOLOGY

Sociology, the study of "society, social institutions, and social relation-

ships," has been incorporated into many high school programs. A relatively new organization has been fostered by the American Sociological Association and funded by the National Science Foundation to produce materials and programs more suitable for high school use: the Sociological Resources for the Social Studies. In conjunction with the University of Michigan it has produced the film "Sociological Investigation in the Social Studies Class" which can be rented for $2.00 per three-day showing period.

Allyn and Bacon is the commercial publisher of the materials already completed. The first titles in the EPISODES IN SOCIAL INQUIRY SERIES are:

Leadership in American Society: A Case Study of Black Leadership
(set of 10; $7.88)
The Incidence and Effects of Poverty in the United States
(set of 10; $7.88)
Images of People (set of 10; $5.00)
Testing for Truth: A Study of Hypothesis Evaluation
(set of 10; $5.00)
Social Mobility in the United States
(set of 10; $5.00)
Social Change: The Case of Rural China
Science and Society
Small Group Processes

Collections of articles on sociology selected and edited for high school students have been published in paperback in the following READINGS IN SOCIOLOGY SERIES ($2.00 each):

Life in Families
Racial and Ethnic Relations
Cities and City Life
Delinquents and Criminals: Their Social World
Social Organizations

Also planned are:

Religion in the United States
Family Forces and Social Setting
Roles of Modern Women
Migration Within the United States
Simulating Social Conflict
Meritocracy

Puerto Rico: A Case Study in Population Change
The Generation Gap
Class and Race in the United States
The Case of the Non-Patient: A Problem of Medical Care
Cities
Social Basis for Democracy
Soviet Society
Divorce in the United States
Values in Mass Communication
Analyzing Modern Organizations
The Kid Who Had a Thing for Lincolns: A Study of Juvenile Delinquency
From Family and School to Work
The Difference Between Two and Three: Family Size and Society

Each episode has both a student pamphlet and an instructor's guide. All told, some forty episodes have been or are being developed. These episodes can be used in history, government, and problems of democracy classes as well as sociology classes. Two overhead transparencies for "Images of People" ($4.50), six for "The Incidence and Effects of Poverty in the United States" ($13.25), and four for "Social Mobility" ($8.00) are available from Film Central, 373 West Bennett, Saline, Michigan 48176. A student paperback READINGS IN SOCIOLOGY SERIES is underway with new titles continuing to appear. The SRSS "Newsletter" is free upon request; address all requests to SRSS, 503 First National Building, Ann Arbor, Michigan 48108.

Textbooks in sociology are available from nearly all the major educational publishers. Films of many descriptions are available, such as the AMERICA IN THE 70's: THE CRITICAL ISSUES SERIES available from the NET Film Service, Indiana University Audio-Visual Center, Bloomington, Indiana 47401. These films are being well received. Having an understanding of the times is an integral part of a Christian education.

CONTEMPORARY PROBLEMS

Current issues, international relations, contemporary state and local problems, and similar titles describe high school courses which are usually one-semester and elective. Available materials range from "Issues Today" (a 32-

page magazine for high school social studies published twice monthly by American Education Publications, $1.50 per student subscription) to THE URBAN AMERICA SERIES of paperbacks available at 75¢ each from Academic Paperbacks, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516. Titles include:

Delinquency and Crime
Narcotics and Drug Abuse
The Ghetto Family
Health and the Poor
Police, Courts, and the Ghetto
The Poor Pay and Pay
The War on Poverty
Riots
Jobs and the Color Barrier
Venereal Disease

A particularly good series published in 1970 by Prentice-Hall, Inc., is entitled INQUIRY INTO CRUCIAL AMERICAN PROBLEMS. These books, available in both cloth and paper, present divergent views on contemporary problems and articles on a variety of reading levels in order to appeal to students of differing abilities. They provide analytical as well as descriptive statements. Also included are good lead questions and bibliographies of books, reports, paperbacks, articles, films and tapes. They cost 99¢ each and the twelve titles are:

Voices of Dissent: Positive Good or Disruptive Evil?
The Drug Scene: Help or Hang-up?
Country, Conscience, and Conscription: Can They Be Reconciled?
Prejudice and Discrimination: Can We Eliminate Them?
Crime and Criminals: What Should We Do About Them?
Poverty in an Affluent Society: Personal Problem or National Disgrace?
Teen-agers and Sex: Revolution or Reaction?
Alienation: Individual or Social Problem?
Cities in Crisis: Decay or Renewal?
Propaganda, Polls, and Public Opinion: Are the People Manipulated?
Foreign Policy: Intervention, Involvement, or Isolation?
Education and Opportunity: For What and For Whom?

Each work approximates 100 pages and sells at competitive costs.

From Washington Square Press, 1 West 39th Street, New York, N. Y. 10018 comes a number of 75¢ (some 95¢) paperbacks dealing with current issues under the title PROBLEMS OF AMERICAN SOCIETY SERIES. Included are:

Civil Rights and Civil Liberties
Poverty and the Poor
Air and Water Pollution
Crime and Juvenile Delinquency
The Draft
The Traffic Jam
The Negro in the City
The Slums
The City as a Community
The Consumer
Governing the City (95¢)
Minorities All (95¢)
Drugs (95¢)
Riots
Hunger (95¢)

Published every other week during the school year is Synopsis, a twelve-page publication of viewpoints of social issues, problems, and remedies (Curriculum Innovations, Inc., 5454 South Shore Drive, Chicago, Illinois 60615). Each issue focuses on one current social issue and presents from 15 to 20 viewpoints through summaries and reprints of complete articles. Cost is $1.75 per student per semester, $2.95 per year. A teacher's resource unit is free with subscriptions of fifteen or more. Complimentary classroom trials are available. Past issues from (1969 on) are available in "Boxed Sets" costing $7.50 per set. Send for a free list of available topics which by now number more than thirty.

VALUE TEACHING

Inherent in all social studies are three questions: Is this the way things really are? How could things be (even worse)? How should things be? If something is acknowledged to be improper, deficient, or outright wrong, the presupposition exists that there must be a better or more proper way, one that is

ethically or morally more defensible. This opens up the whole developing field of value clarification, value identification, and value teaching. This concern is evidenced in many of the newer curriculum projects, indirectly asserting that values are important. Values, however, can only temporarily (if at all) be dealt with as abstractions. Every value, theory, concept, and generalization must arise from and return to roost upon some specific body of knowledge, some source, some basic given(s).

Values are important, tremendously so, and Christian education is predicated upon this very assumption. Values can be badly taught, clumsily taught, or skillfully taught, but taught they must be. To assume that values are caught, not taught, borders on naiveté. One book which develops the theme of teaching values is Values and Teaching: Working with Values in the Classroom by Raths, Harmon, and Simon (Charles E. Merrill Pub. Co., 1966. 275 pp. paperback).

One of the better ways to teach values on the high school level is to project students into difficult situations--the closer to real life the better--and force them to grapple with the issues, consider the alternatives, and make a decision. Much of the pioneer work in this strategy has been done by Dr. Donald W. Oliver of Harvard University. From his work and that of his colleagues, especially Fred W. Newmann, have appeared the HARVARD SERIES ON PUBLIC ISSUES, a series of 35¢ paperbacks put out by American Education Publications. Their length ranges from 47 to 63 pages. They are:

The Limits of War
Revolution and World Politics
Status
Diplomacy and International Law
The American Revolution
The Railroad Era
Taking a Stand: Discussion Guide
Religious Freedom
The Rise of Organized Labor

The Immigrant's Experience
Negro Views of America
Municipal Politics
The New Deal
Rights of the Accused
The Lawsuit
Community Change
Colonial Kenya
Communist China
Nazi Germany
20th Century Russia
Dissent and Protest
The Reign of Jim Crow
American Indians Today
Civilizations of Africa
The Civil War
Race and Education
Science and Public Policy
Organizations Among Nations

Each one is designed to involve the student in a once-crucial decision and give him a feeling for the intricacy of the decision-making process in contrast to the seemingly simplified accounts in some textbooks. (In defense of textbooks let it be said that only so little or so much can be said in a given number of pages and the problem of what materials to select and how to condense is the agony of every writer of education materials.) These booklets can be used in American history or whatever class might be deemed most appropriate. They focus more on the problems of society than on the problems of the social science disciplines as such. A general teacher's guide called "Cases and Controversy" establishes the rationale for the instruction. Learning to clarify issues by use of analogy runs strongly throughout the series. Objective tests accompany each booklet, requiring in about half the tests a retention of facts; the rest require thinking above and beyond memorization. Although these materials perhaps should not be used as a total course of study, they can be readily incorporated into many a secondary school course.

Several of Donald W. Oliver's former students at Harvard, including Edwin Fenton, have continued the work, reflecting a concern for value identification and clarification. Harold Berlak's work at the Metropolitan St. Louis Social Studies Center (MacMillan Hall 303, Washington University, St. Louis, Missouri 63130) has concentrated on grades 1-6. James P. Shaver of Utah State University (Logan, Utah 84321) has been particularly interested in secondary school social studies curriculum. Together they have co-edited an excellent collection of selections from books and journal articles, Democracy, Pluralism, and the Social Studies (Houghton Mifflin Co., 1968, 438 pp., paperback). In a sense this publication is an updating of the widely-received Teaching High School Social Studies by Maurice Hunt and Lawrence Metcalf (Harper, 1965) and Teaching Public Issues in the High School by Donald W. Oliver and James P. Shaver (Houghton Mifflin, 1966).

Now being developed and tested are materials written by James P. Shaver and Guy Larkins; these are scheduled for publication by Houghton Mifflin in 1972 undr the title of Analysis of Public Controversy. Included will be a basal text, a comprehensive instructor's manual, an audio-visual kit, worksheet materials, and a testing program. In the present working out of the project each situation is referred to as a bundle; a collection of bundles is referred to as a bale, and a collection of bales as a stack.

These arbitrary designations reflect something of the loose-jointedness of the project while specific decision-making situations are being considered in an attempt to discern whether an issue is serious or non-serious, ethical or non-ethical, private or public. Both inductive and deductive methods are used in attempting to identify both concepts and values. Dr. Shaver believes that behavioral objectives can be helpful, but pursued too soon or too intensely,

they can be harmful. A student must always be considered as working out of a psycho-cultural framework, never simply as an abstract cognitive being. Generally, different people hold different values and even in those instances where they do share the same values, they differ in emphases. Commitment is important and controversy may be a prerequisite for getting students thoroughly immersed in a concern, but the ethical judgment resulting should indicate that opposite or alternative decisions have been considered. Dr. Shaver's concern is essentially with the strategy or procedure in dealing with public issues, not with an ethical system or values as such. His "bundles" are to be part of a curriculum, and not the curriculum itself. Bundles may provide discussion material from one to three class periods and cover a sufficient range of topics to allow for plenty of teacher/pupil selection. These bundles can be supplemented by or in some cases substituted with novels or paperbacks which raise similar questions and discussions. Recognizing that curriculum is always a balance between the ideal and the practical, Shaver is anxious that learners become sufficiently aware that the heart of both private and public issues is the way in which people relate to their value systems and to one another. Value conflicts, often triggered by inexorable changes, have been and will be part of every society, including the one in which your students will be living.

Dr. Raymond English, Director of the Social Science Project of the Educational Research Council of America, has suggested that values should be dealt with on at least three levels (as they are in Greater Cleveland materials). One level is simply a personal one, indicating such things as preference in taste, color, or music. These matters are, in a sense, quite private. On the cultural level, there are wider values--family, national, denominational, tribal, institutional--of which one must be aware and to which one must be sensi-

tive. Patriotism, loyalty, and a sense of identification are among these values. On the part of those who do not share these values, there should be some conscious attempt to empathize with others "from the inside." Then there are common ethical values which all reasonable men of good will seem to share, a concern for justice, an abhorrence of murder and violence and brutality, a preference for compassion over cruelty, and a code which demands that no one be harmed intentionally. Of this matter C. S. Lewis writes in his book The Abolition of Man.

Others much concerned acknowledge values to be "both the delight and despair" of teaching, to use the words of Dr. David Little, who readily admits that education is a value-laden activity of that which a community considers to be worthwhile. He posits three essential criteria: the rule of verification by which facts, data, and information are ascertained, the rule of validation by which values are checked to see if they are logically consistent with assumed principles of operation, and the rule of vindication by which, in the language of invitation and suggestion, appeals are made to personal experiences rather than to the canons of reason for the desirability of one value system over against another. Approached on a personal level, some of the basic elements for vindication would be happiness, blessedness, or satisfaction, all which could be of an altruistic nature. In short, verification is the confirmation of data, validation is the confirmation of a hypothesis, and vindication is the confirmation of freely chosen personal values.

Dr. Little insists on a distinction between "instrumental values" and "intrinsic values," the former simply being legitimate means to an end and the latter those which, in a sense, stand in their own right. Basic educa-

tion must address itself to the matter of intrinsic values. Dr. Walter Thomas insists on this same important distinction between instrumental and intrinsic values, but proceeds with his basic hypotheses that technological developments cause societal changes which in turn bring about value conflicts and a demand for value changes or adjustments. Any deliberate changing of the values of a society, of course, necessitates a knowledge of the "pressure points" of a society and how best to make use of them.

Since without values there is little meaning to anyone's life, values are necessary to give vision and purpose. Without them, "things fell apart," to use the expression of the poet Yeats. The persistent legitimate demand for relevance in education is not synonymous with contemporaneousness, for there is something basic and on-going about the root values of life by which men live or seek to live. The absence of complete congruency of professed values and operational values serves more as a commentary on human nature than as evidence of a sinister plot. In the words of Romans 7:15, "...what I would, that I do not; but what I hate, that do I." Yet real choices must be made and choices are to be consummated in action. Choices presuppose value options, and if values are not emotionally as well as intellectually held, they will soon cease to be personally held values.

All education--including value education--should be geared to the possibilities of a learner, not to his limitations. Growth is possible when false values and false absolutes are exposed for what they are. "Quick fixes" in value dilemmas should be suspect, for they often destroy wholesome complex relationships. Discussion of values and ethics is of necessity an interpersonal and therefore not a simple matter. An old Chinese proverb says it in these words: "If I were the only person, there would be no more ethics."

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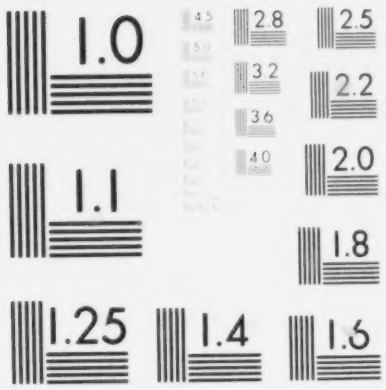

Dr. Lawrence Kohlberg who speaks of what he calls moral education as "the hidden curriculum of the school," recognizes that high school students often deal with social/moral issues on an interpersonal level rather than on a more complex level necessary for the maintenance of a society. He has attempted to define six "moral stages." At the "preconventional level" (stage *one*) a child acts to avoid punishment and has an unquestioning obedience orientation. This gives way to the "instrumental relativist orientation" (stage *two*) by which right action is viewed as that which instrumentally satisfies one's own needs and occasionally that of others; human relations are viewed in terms like those of the market place.

Moving on to the "conventional level," (stage *three*) the expectations of the individual's family, group, or nation are perceived as valuable in their own right, regardless of immediate and obvious consequences. Good behavior is considered to be that which pleases or helps others and is approved by them; it is often judged in terms of intention. There follows the law and order orientation (stage *four*); right behavior consists of doing one's duty, showing respect for authority, and maintaining the given social order.

At the "post-conventional, autonomous, or principled level," (stage *five*) there is an effort to define moral values and principles which allegedly have validity and application apart from the authority of the groups or persons holding these principles. This presumably comes closer to high school thinking than the previous stages. Right action tends to be defined in terms of general individual rights and in terms of standards which have been critically examined and agreed upon by the whole society. This supposedly blossoms into the decision of the conscience in accord with ethical principles which are just, consistent, and universal (stage *six*). While there may be some dispute as to the va-

lidity of each stage as a separate entity, Dr. Kahlberg has identified a spectrum of operational levels by which students could help identify their own actions. It may also help them to appreciate the fact that value conflicts are rarely if ever between "good values" and "bad values," but rather between varied sets of what different people consider to be "good values."

Of the total high school curriculum, social studies come in as a main focal point for value considerations in our multi-valued pluralistic society. As a result, objectives must be carefully considered, since they are not necessarily synonymous with the rationale of a program. In curriculum building, decisions are based on more than facts; values are and must be considered. Value clarification is an important service a school can render, recognizing full well that many if not most of a student's values have been obtained from non-school sources. In so doing teachers must avoid the temptation of limiting alternatives instead of genuinely presenting them. Of necessity commitment must follow consideration of options and with it responsible action. If the school feels that commitment and concomitant action are outside the scope of legitimate educational accomplishments, then the quip that "analysis is paralysis" perhaps is the most appropriate epitah for its embalmed program. Some educational programs talk about change; others cause it. Knowledge is better than ignorance; commitment is better than indecision; action is better than paralysis. On this tripod rests the whole enterprise of Christian education.

CURRICULUM ANALYSIS

By way of analyzing any curriculum project, there has been developed a system for analyzing social science curricula by the Social Science Education Consortium at Boulder, Colorado. Directed by Dr. Irving Morrissett and W. Williams Stevens, Jr., this curriculum analysis system is short and pointed. Under six major headings, the profile runs as follows:

1.0 Descriptive Characteristics
    1.1 Media available from the producer
    1.2 Sources of materials
    1.3 Time required
    1.4 Style
    1.5 Money cost
    1.6 Availability
    1.7 Performance data availability
    1.8 Subject area and content
    1.9 Dominant characteristics of curriculum form
2.0 Rationale and Objectives
    2.1 Rationale
    2.2 General objectives
    2.3 Specific objectives
    2.4 Behavioral objectives
3.0 Antecedent Conditions
    3.1 Pupil characteristics
    3.2 Teacher capabilities and requirements
    3.3 Community
    3.4 School
    3.5 Articulation
4.0 Content
    4.1 Cognitive structure
    4.2 Affective content
5.0 Instructional Theory and Teaching Strategies
    5.1 Author's orientation
    5.2 Elements of instructional theory, and their uses in teaching strategies
    5.3 Teaching forms, or modes, or transactions
    5.4 Use of teaching forms
6.0 Overall Judgments
    6.1 Sources of evaluative data
    6.2 Effects predicted by analysts and reported by observers
    6.3 Comparisons
    6.4 Recommended uses
        6.41 When to use
        6.42 When not to use

Incorporated into this analysis system is an attempt to honor the rationale of Bloom and Krathwohl's Taxonomy of Educational Objectives. Undoubtedly this system will be revised from time to time, yet it provides a format by which many analyses can be made of a given program, facilitating a composite report concerning its merits. Copies of analyses on a number of projects can be ordered from the Social Science Education Consortium, Inc., 1424 - 15th St., Boulder, Colorado 80302.

Costs range from 20¢ to $1.20, a good investment for any school seriously considering the adoption of a given program.

One footnote of caution: don't judge any project by the materials alone, nor by the wit or charm of a public speaker or personable salesman. The rationale, the spirit, the intent of a curriculum must be matched with the personality of the teacher(s) and the purposes of the school.

If high school students are being prepared for decision-making throughout life, training in sensitivity to values has much to commend itself for incorporation at some point in a high school history/social studies program. Both Christian and non-Christian values become more explicit through such deliberate studies and although one would not wish to drag out an intensive study over a year or even a full semester, there is merit in closely identifying underlying values. The more readily one can identify basic assumptions and values, the greater the potential/capacity in distinguishing Christian and non-Christian values as part of one's Christian witness in the world.

These are a few of the available materials and programs in a high school curriculum. How does one go about selecting that which is most appropriate for a Christian high school? Note the question; not <u>all</u> Christian high schools, regardless of conditions, but <u>a</u> specific Christian high school, <u>your</u> Christian high school. If the unique needs of your pupils are to be met, there will have to be some tailoring of programs, adopting or adapting programs or parts of programs best suited to implement the philosophy and objectives of your specific Christian high school. As a minimal requirement there must be in each program a rationale which coincides with your own. The heart of curriculum goes beyond written material to what actually goes on in a classroom.

There should be throughout your curriculum some indication that with the existence of Christians (and hence the Church) in the world, the existence of something other than a monolithic society is necessary to provide freedom for believer and unbeliever alike. Freedom must be considered as "the power to do" and not simply the "absence of restraint," the latter of which could aptly describe a stone in the middle of a desert. There must be a serious reckoning with the perverting, corrosive, and confusing effects of sin in the world (past and present) to rescue an optimistic youth from a naiveté unbecoming a Christian. Always there must be the vision of Christ's kingdom which shall have no end and one's calling to citizenship in it.

PART III

From teachers comes one loud request among others, be specific. This final section is addressed to this very concern, although some materials have already been suggested in suitable spots. Readers are asked, in all charity, to bear two things in mind. One is that this listing is for 1971 and in a period of rapid obsolescence in educational materials some of these items may soon be of decidedly limited usefulness (if useful at all). The second important point is that a listing of materials does not necessarily imply an endorsement of viewpoints, philosophies, or perspectives portrayed in all these publications. At points they may clash with a Christian outlook. Here is where the irreplaceable importance of the Christian teacher again becomes evident as he helps the students discern between "the spirit of truth, and the spirit of error" (I John 4:6).

MATERIALS INDICATING CHRISTIAN CONCERNS:

1. Brauer, Jerald S. Images of Religion in America. Philadelphia: Fortress Press. 35 pp. 85¢. The author analyzes the writings of a half-dozen visitors from Crevecoeur and de Tocqueville to early twentieth-century visitors and takes special note of their "images of religion in America."

2. Concordia Publishing House (3558 South Jefferson, Saint Louis, Missouri 63118). THE CHRISTIAN ENCOUNTER SERIES, a collection of paperbacks providing in-depth discussion of these current issues for concerned Christians:
   The New Leisure
   The World That Is
   Politics and Government
   The World of Pop Music and Jazz
   Mental Illness
   A Hungry World
   The New Urban Society
   The World of Economics
   Changes in Family Life
   Censorship, Obscenity, and Sex
   Government Economic Policy and Individual Welfare (1970)
   The Age of Technology (1970)
   (Others forthcoming)

3. Forman, Charles W. (ed.). Christianity in the Non-Western World. Covers sixteenth century to the present. 146 pp., paperback. Available from Social Studies School Service.

4. Gabelein, Frank E. Christian Education in a Democracy. Oxford University Press, 1958 (second printing). 305 pp.

5. Gaustad, Edwin Scott. A Religious History of America. New York: Harper & Row, 1966. 421 pp. A standard reference work containing primary sources of major events of religious significance. Includes an elaborate appendix which provides a chronology of important religious events in U. S. history.

6. _____. Religious Issues in American History. New York: Harper & Row, 1968. 294 pp., paperback. The pros and cons of eighteen issues that were major controversies in U. S. history are presented through original source material by their adherents.

7. Heyns, Garrett and Roelofs, Garritt. Christian Interpretation of American History: A Manual for History Teachers. NUCS: 1928. 175 pp. A limited number have recently been discovered in a remote corner of a warehouse and are available @$1.00 from the NUCS.

8. Hyma, Albert. Brethren of Common Life.

9. _____. Renaissance to Reformation. A critical review of the spiritual and the temporal influences of Medieval Europe.

10. _____. World History: A Christian Interpretation. Eerdmans Publishing Co., 1952. 443 pp. (Out of print as are Hyma's other works; selected libraries should have copies.)

11. Mead, Frank S. Handbook of Denominations in the United States. Abingdon Press (5th edition), 1970. 265 pp. Gives an encyclopedic account of the history, doctrines, organization, and present status of the majority of denominations in the United States.

12. Mead, Sidney E. The Lively Experiment. New York: Harper & Row, 1963. 220 pp. The subtitle "The Shaping of Christianity in America" indicates the purpose of the book. Uses a chronological approach to analyze the interplay between social, political, religious, and other forces which have helped produce America.

13. Montgomery, John Warwick. Where is History Going? Zondervan Publishing House, 1969. 250 pp. $5.95. Makes a good case in support of the historical truth of the Christian revelation with a commendatory letter by C. S. Lewis.

14. Spits, Lewis W. The Protestant Reformation. 178 pp., paperback. Includes personal letters, addresses, treatises, and public confessions. Available through Social Studies School Service.

15. Tomorrow's Book Club (P.O. Box 10, Station L, Toronto 10, Ontario, Canada) distributes materials for the Association for the Advancement of Christian Scholarship, 141 Lyndhurst Avenue, Toronto 4, Ontario, Canada. Restricting its publications to those consonant with the "philosophy of Law" idea of Drs. Vollenhoven and Dooyeweerd, the Association has available publications of a selective nature.

CATALOGS OF HIGH SCHOOL SOCIAL STUDIES MATERIALS:

1. "A Basic Book Collection for Senior High Schools." American Library Association, 50 East Huron St., Chicago, Illinois 60611

2. "American History Booklist for High Schools. A Selection for Supplementary Reading." Bulletin 42, 1969. 207 pp. $2.50. National Council for the Social Studies, 1201 Sixteenth St., N.W., Washington, D.C. 20036

3. "Annual Paperbound Book Guide for High Schools." R. R. Bowker Co., 1180 Avenue of the Americas, New York, N. Y. 10036. This company also has begun publishing "Audio-visual Marketplace (1970)," an extensive directory of audio-visual materials.

4. "Books in American History. A Basic List for High Schools," an annotated list of important books arranged by historical periods by John Wiltz. Available for $1.00 from a company whose catalog of over 100 pages of useful items is a materials anthology of its own, the Social Studies School Service, 10,000 Culver Boulevard, Culver City, California 90230

5. "Educators Guide to Free Social Studies Materials." Published annually by the Educators Progress Service, Randolph, Wisconsin 53956

6. "History & Geography from Blackwell's." For materials written from a British viewpoint, write to Blackwell's (B. H. Blackwell Ltd.) Brood Street, Oxford, England.

7. "Outstanding Hardcover & Paperback Books in the Social Studies." Doubleday & Co., Garden City, Long Island, New York 11530. Also ask for the "Social Studies Teacher's Order Form."

8. "Paperbacks for Junior and Senior High Schools." Dell Publishing Co., Inc., 750 Third Ave., New York, N. Y. 10017

9. "Paperback Goes to School." Bureau of Independent Publishers and Distributors, 122 East 42nd St., New York, N. Y. 10017

10. "School Paperbacks & Multi-Media Audio-Visuals." Educational Reading Service, Inc., East 64 Midland Ave., Paramus, New Jersey 07652

11. "Secondary Schools and Public Libraries." Catalog of over 200 pages covering a wide range of topics. Collier-Macmillan Co., 866 Third Ave., Dept. SC-70, New York, N. Y. 10022

12. "World Civilization Booklist." Supplementary Reading for Secondary Schools. Bulletin 41. 1968. 234 pp. $3.50. National Council for the Social Studies, 1201 Sixteenth St., N.W., Washington, D.C. 20036

13. "Houghton Mifflin Catalog for Secondary Social Studies." 110 Tremont Street, Boston, Massachusetts 02107

14. "Praeger Books for High School Libraries," also "Praeger Paperbacks." Praeger Publishers, 111 Fourth Avenue, New York, N. Y. 10003

15. "Bantam Books for Junior and Senior High School."

Bantam Books, Inc.	Bantam Books of Canada, Ltd.
666 Fifth Avenue	888 Du Pont Street
New York, N. Y. 10019	Toronto 174, Ontario, Canada

This listing is by no means exhaustive of possible resources. Lesser known companies have published titles of a more limited appeal, such as William Jennings Bryan, a 232-page paperback by Paul W. Glad (1968).

LISTING OF SIMULATION/GAMES

Unfortunately the semantic difficulties on the listing have not yet been resolved. Some make a sharp distinction between simulation and games, the former being more structured than the latter. In many a publisher's catalog simulation is used as an adjective modifying games with a collective ring to the combined terms. They are listed here as much as possible with the designation attributed to each by its publisher.

Available from the western Publishing Company, Inc., School & Library Dept. 150 Parish Drive, Wayne, New Jersey 07470, are seven "simulation games."

> ECONOMIC SYSTEM is designed to involve 7-13 players with a playing time of 2-4 hours. The price is $25.00. Its purpose is to simulate basic features common to a wide variety of economic systems. Each player takes on the economic roles of worker, farmer, or manufacturer. Three rounds are involved in each--production, marketing, and consumption. Provision is also made for the investment and creation of capital as well as possible government regulation of the economy.

COMMUNITY DISASTER has a playing time of 2-6 hours involving 6-16 players. Cost: $30.00. It simulates a community hit by a disaster (fire, explosion, hurricane, flood, tornado, etc.) and assigns each player two prime concerns: to make sure his family members are safe and to help the community. Scores are tallied to determine the three players who have most efficiently reduced their anxiety about members of their families while at the same time maximizing the effect of their "energy units."

DEMOCRACY costs but $6.50, involves 6-11 players, and can be used from 30 minutes to 4 hours. It simulates the processes involved in representative government and can be played at a number of different levels depending on the desired degree of complexity. Included is the dilemma facing every legislator, that of considering his own beliefs as well as satisfying his constituents' interests.

GHETTO simulates the pressures the urban poor live under and the choices that face them as they seek to exist in or improve their life situation. Playing time is 2-4 hours involving 7-10 players. Cost: $20.00. Participants experience the economic pressures that drive people to engage in illegal activities despite the high risk involved or that cause people to choose to be on welfare. Some players face the economic consequences of having children. It tries to illustrate that an early investment in education pays off throughout life and also makes it quite clear that there are great barriers to completing one's education in the ghetto. It also illustrates self-defeating aspects of our welfare system.

GENERATION GAP requires 30 minutes to one hour, costs $15.00, and involves 4-10 participants. By means of five specific issues the interaction is explored between a parent and an adolescent son or daughter with respect to matters on which they may have opposing attitudes.

CONSUMER simulates the problems and economics of installment buying, encouraging consumers to weigh the added cost of financing a purchase against the value to them of having the item immediately. Also included are experiences to guard against unanticipated events not generally covered by insurance and to determine whether purchases are yielding the greatest return for their money. The cost is $30.00 and involvement ranges from 11-34 persons with a playing time ranging from 90 to 150 minutes.

LIFE CAREER simulates certain features of the labor market, the "education market," and the "marriage market" as they now operate in the United States and as projections indicate they will function in the future. This game can be played by any number of teams, each consisting of two to four players. As many as twenty players can be accommodated with a time span from one to six hours. Cost: $35.00. Scoring tables are based upon U. S. Census and other national survey data.

These simulations were developed by Academic Games Associates, an organization which originated at the John Hopkins University under the direction of Dr. James S.

Coleman. A more recent game from the same source is THE DRUG DEBATE. It creates a structured debate in which young people present opposing viewpoints as to the legalization and prohibition of many drugs and products in use today, specifically glue, tobacco, alcohol, amphetamines, barbiturates, marihuana, narcotics, and hallucinogens. Winning or losing the game is determined by relative effectiveness in changing the group's opinion about these products.

(Should you create a learning game in one of your resourceful moments, Academic Games Associates, Inc., 430 East 33rd Street, Baltimore, Maryland 21218 will examine and test your feat or fiasco--for a fee, of course.)

Additional information can be obtained by writing for a free brochure describing the games distributed by the Western Publishing Company, Inc. These can be also purchased through Social Studies School Service; in addition this company markets simulation kits under the collective title of INTERACT--LEARNING THROUGH INVOLVEMENT. Each kit contains 35 copies of a student guide and one teacher's guide. The kit includes maps, charts, decision forms, basic and depth assignments, objective and essay knowledge tests, attitude tests, a bibliography, and a detailed daily sequency for the student-teacher activities. Each simulation kit costs $10.00; four or more kits can be purchased for $9.50 each. Eleven simulations are in this series:

DISUNIA. A simulation of the 21st century paralleling the problems of sovereignty in 1781-1789. Students become entangled on a new planet in 2087 divided into thirteen states. Designed to provide students with an appreciation of the difficulties faced by the drafters of the Constitution.

DIVISION. A simulation of the divisive issues of the 1850's and the crisis election of 1860. Fourteen issues dividing Americans during the 1850's are probed to focus upon multiple causation rather than single causation of the ensuing conflict.

PANIC deals with the prosperity of the 1920's and the depression of the 1930's. It is designed to help students acquire knowledge of the problems of the era and empathy for the people caught up in them.

DESTINY divides the students into six groups which existed during the Cuban crisis of 1898. The factors which culminated in the Spanish-American War force students to differentiate fact, inference, and judgment in weighing issues.

DIG is a simulation in archeology. Two competing teams deal with the task of secretly creating two cultures and each team writes a description of its hypothetical civilization. What they have learned inductively about patterns of culture is used to analyze their own American civilization.

SUNSHINE deals with current racial patterns in a typical American city. Students are "born" by pulling race identity tags at the beginning of the simulation. The class is divided into a mythical city with six neighborhoods with varying degrees of segregation and integration in housing and schooling. Pre and post attitude tests on racial toleration show the results of the experience.

MISSION deals with the American involvement in Vietnam. Hawks, doves, and moderates are involved as well as the President and members of the Congress. A national presidential election serves to bring each factor in for a more distinct analysis.

CONFONTATION: The Game of Students and Protesters Against the Establishment. Playing time is 30 to 90 minutes, players could be from four up to any number, and the intent of the game is well described in its name.

STRIKE: A Simulation of Late Nineteenth Century Labor-Management Relations. Involves roles of owners, managers, foremen, and workers in a steel mill/coal mining community. Also takes into consideration the immigrants, Negro migrants, labor union organizers, socialists, and anarchists, most of which are unemployed.

LIBERATE: A Simulation of the Causes, Events, and Results of the French Revolution. Students are divided into five socio-economic groups: royalty, clergy, nobles, bourgeoisie, and peasants. Game proceeds through the Reign of Terror and ends with a student discussion of past and present revolutions.

BALANCE: A Simulation of Short-Range Economic-Hedonistic Goals vs. Long-Range Environmental Goals. Students are divided into families of four members each and live in Ecopolis, an expanding city with many ecological problems. The simulation ends with students conducting an ecological survey of their real community and engaging in a discussion about the ecological balance of their own environment.

For teachers who may be reluctant to use a game strategy, several background books are available. Simulation Games for the Social Studies Classroom is a 56-page pamphlet which explains the values and limitations of simulation. Cost: $1.00.

It is published by the Foreign Policy Associaton. Simulation Games in Learning, edited by Sarane S. Boocock and E. O. Schild, goes into greater detail, 279 pages of it, and costs $8.50. For $1.00 an 18-page pamphlet is available, published by the Joint Council for Economic Education, Bibliography of Games: Simulations for Teaching Economics and Related Subjects. All three publications are available from Social Studies School Service as well as the following games developed by the Western Behavioral Science Institute, a non-profit organization at La Jolla, California. Prices are $3.00 per sample set (one copy of each form) and $50.00 for a kit for 35 players.

CRISIS is a simulation of international conflict in which students form teams of 3-6 players and manage the affairs of six fictional nations. The crisis centers on a mining operation of enormous importance to the world. The goals of the nations are to maintain a world supply of the mineral, prevent destruction of their nation, and to bring about world peace. Players learn the consequences of their decisions during each period of the simulation. Playing time: 2-4 hours.

NAPOLI (national politics) has participants serve as members of a legislature, representing one of two political parties and one of eight states. The goal of each participant is to be re-elected by working toward passage or defeat of eleven bills before the house. Playing time: 2-4 hours.

PLANS simulates interest groups attempting to change American society. The six groups are military, civil rights, nationalists, internationalists, business, and labor. Each group has two to six members and the intercommunication is replete with bargaining, trading, dealing, and pressuring in affecting social change. Playing time: 3-6 hours.

SITTE. This one deals with government on the municipal level and the five interest groups in the city are business, the disenfranchised, government, the ad hoc committee for parks and trees, and the taxpayer's association. Playing time is 2-4 hours during which students learn how interest groups may exert influence in affecting community change.

STARPOWER has students build a low-mobility three-tiered society through the distribution of wealth in the form of chips. Participants progress from one level of society to another by acquiring wealth through trading with other participants. The wealthiest group makes the rules for the game which in turn makes for a brewing social rebellion. Playing time: 1-2 hours.

1787: A SIMULATION GAME OF THE CONSTITUTIONAL CONVENTION was designed to help students understand the conflicting interests involved in the creation of the U. S. Constitution. Various interests are represented to parallel the situation existing at the constitutional convention.

There are other games which could be used to serve educational purposes; MONOPOLY, PARCHEESI, and CLUE are among them. A game specifically designed to help teachers vary the cognitive level of their questions, QUESTIONEZE, has been successfully used in preparing social studies teachers as part of their in-service training. This game familiarizes players with Bloom's Taxonomy of Educational Objectives: Cognitive Domain and gives them practice in composing questions at the various levels.

Available from the Avalon Hill Co., 4517 Harford Road, Baltimore, Maryland 21214, are the "Historical Battle Games," which include WATERLOO, GETTYSBURG, BATTLE OF THE BULGE, MIDWAY, AFRICA CORPS, STALINGRADE, and D-DAY for $5.98 each. GUADALCANAL and BLITZKRIEG are available for $6.98 each.

The Scott Foresman Company has produced DANGEROUS PARALLEL: A SIMULATION. It was researched and developed by the Foreign Policy Association with four years of testing. A class of 18-36 can participate, divided into six nations (six teams). The playing time has not been listed by publisher, but the price has been: $60.00.

SRA is marketing six American history games developed by Abt Associates. Each deals with a major issue in U. S. history and tries to require the student to become involved in decision making. COLONY, FRONTIER, and PROMOTION are three of the titles. The entire set has a list price of $233.34. SRA also has available the AMERICAN GOVERNMENT SIMULATION SERIES, INTER-NATION SIMULATION KIT, and a series of eight games under the title of ECONOMIC DECISION GAMES. Further descriptions and a listing of current prices can be obtained from the latest SRA catalog.

BLACKS & WHITES is a game derived from MONOPOLY and has as its object to capture enough complete neighborhoods to drive competitors into bankruptcy. As many as nine players can participate, each deciding at the outset whether to compete as a white or a black. Whites, however, are never in the minority. The board is divided into four sections: the Ghetto Zone, the Integrated Zone, the Suburban Zone, and the Estate Zone. Whites may buy into any and all sections, but not so blacks. The game was developed by Psychology Today Games and retails for $5.95 at major department stores. It was conceived as a painless way for middle-class whites to experience and understand the frustrations of blacks.

More of urban activities is *METROPOLITICS* in which students take the role of citizens of the Skelter Metropolitan area. An attempt is made to get one of four different forms of government adopted for the area. Playing time is one hour. Available from Social Studies School Service.

Small group games, also available from Social Studies School Service, include DIGNITY, a human relations game which seeks to portray the frustrations of people in the ghettoes; ELECTION U.S.A. based on the electoral college system; SMOG, an environmental board game which allows the players to manipulate and plan their city's environment and air quality; MR. PRESIDENT, designed to promote a better understanding of the men who have occupied the office of President of the United States; EURO-CARD aims to acquaint students with information about Europe (specifically designed for groups of 3-5); and AMERICARD intended to provide students a challenging and entertaining occasion for learning about the United States.

Games are included in the High School Geography Project materials, including the METFAB decision game and OPERATION: BIGGER BEEF. The PROPAGANDA game is available for $5.50 from Wff'n Proof, Box 71, New Haven, Conn. 06501 or Edmund Scien-

tific Co., 101 Gloucester Pike, Barrington, New Jersey 08007. A pollution game is being developed by Abt Associates; the Foreign Policy Association is developing another international simulation game. For more information, get the booklet "Simulation Games for the Social Studies Classroom" published by the Foreign Policy Association, 345 East 46th Street, New York, N. Y. 10017.

THE YOUTH CULTURE GAME may be played by 20-80 people. It is a multi-media simulation game which enables players to take on roles in a variety of areas in both "youth" and "adult" cultures. Time: 2 or more hours. Cost: $15.00. Order from Urbandyne.

Available from KDI Instructional Systems, Inc., 1810 MacKenzie Drive, Columbus, Ohio 43220, are "eight games and simulations" as part of the Social Studies Curriculum Program of the Educational Development Center. Several of these games and simulations can be purchased separately.

THE ARMADA GAME
THE GAME OF EMPIRE
EDWARDS TRIAL
CAMPION TRIAL
NEGOTIATION
SUDBURY TOWN MEETING
KING vs. THE COMMONS
LONG PARLIAMENT ROLE PLAY

Teaching materials and supplementary resource materials including audio-visuals are available.

The use of materials--hardware, software, textbooks, audio-visuals, supplementary publications, extended resources--has rightly been a matter of discussion and evaluation in recent years. There was a time when a single textbook and a few standard references such as encyclopedias comprised the third necessary ingredient in education. First comes the learner(s), then the teacher(s), and then, to faci-

litate meaningful interaction on a selected topic, some type of educational materials.

Today and for the future many types of educational media are available and more are in the offing. This plethora of available resources will continue to modify the role of both student and teacher. It is regrettable that some would demote the role of the teacher to chairman of the class; his responsibility involves more than being the messenger boy of the group. In this same anti-what-it-used-to-be mentality, the textbook has been dubbed the prime warlock in the current educational witch-hunt. Textbooks have been and can be misused; presumably they could be used as murder weapons to beat people to death. But they were never intended for misuse and good teachers have always recognized both the possibilities and limitations inherent in textbooks and other materials. One is tempted to inquire if there is a correlation between a teacher's sense of insecurity (as if threatened by a textbook or the lack of one) and the quality of his teaching.

There are some fine textbooks available from a wide range of publishers. For a complete listing of these, see El-Hi Textbooks in Print--366 pages of them in the 1970 edition. The cost is $12.00 from the R. R. Bowker Co. A copy can be obtained from a sizable nearby library. Each book is classified by subject with a title and author index to elementary, junior and senior high school textbooks. Included are selected NUCS publications. Also listed are related teaching materials and an extensive publisher index.

Like many old men, however, textbooks tend both to say too much of an insignificant nature and also to weigh too much. They should contain the bare bones of a subject--names, dates, places, statistics, etc.--the questions and data of who, when, where--and leave many of the questions of what, why, and wherefore to the combined efforts of teacher and students in a Christian classroom. If developing students of integrity remains one of the enduring goals of Christian

education, their integrity is to be built on an integrated world and life view. There is but one place where this process takes place: in the mind, the heart, the person of the learner. Be done with the myth of presenting the students with an "integrated" academic diet of pabulum. A more appropriate endeavor of a teacher is to correlate a series of learning experiences in such a way that desired relationships are established. These learning experiences could involve a textbook and/or any combination of a lecture (talk), films, field trips, games, consideration of a relevant Scripture selection, perusing original documents, filmstrips, class discussion, individual study, records, paperbacks, and testing, to name but a few of many ways to correlate learning in keeping with the objectives of the school.

One is reluctant to rehash information readily available from the catalogs of major publishers. Most publishers offer not only hardcover textbooks, but softcover source readings and filmstrips/records/tapes as components of a more "total" program. Gone are the days when such parts were classified as audio-visual "aids." Here are listed fairly recent materials listed under eight main categories; some may have been referred to elsewhere in this publication.

ALCOHOL, DRUGS, AND NICOTINE

Materials designed to elicit bona fide discussions of the allied topics of alcohol, drugs, and nicotine are available from educational publishers, government departments of health, and private organizations such as the American or Canadian Cancer Society. "Assignment...the Future" is a 22-minute film available from Association Films, Inc., and is geared to a sane approach to the use of alcohol. Mustangs, rockets, and computers help convey an appeal to the high school set to do some thinking. "Marijuana" is a 35-minute film available from Baily Films (6509 De

Longpre Ave., Los Angeles, Calif. 90028). Sonny Bono of the popular singing duo, Sonny and Cher, is the narrator in a fast moving presentation which refutes nearly all the common reasons for using "grass" and other drugs.

McGraw-Hill has two paperbacks of 1969 vintage, Tobacco and Your Health: The Smoking Controversy (295 pp.) and The Drug Dilemma (142 pp.). The author of each is a medical doctor. Prices in softcover are $2.36 each.

Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, is the LIFE PROTECTION SERIES of curriculum resource guides, each based around basic questions and concepts regarding drug use.

U. S. News & World Report offers a 240-page paperback, What Everyone Needs to Know About Drugs. The cost is $2.95 and the date of publication 1970.

Guidance Associates of Pleasantville, N. Y. 10570 (a subsidiary of Harcourt Brace Jovanovich, Inc.), has eleven full-color sound filmstrips in its series DRUGS: A TOTAL APPROACH. Booklets are also available.

American Education Publications has a 48-page book, Know About Drugs, another Unit Book available for 35¢. The cover picture alone should interest students in reading the contents.

More and better materials for a wide range of students are appearing rapidly. Films available from the NET Film Service, Indiana University, Bloomington, Indiana 47401, include:

The Drinking American
The Smoking Spiral
LSD: Lettvin vs. Leary
From Pot to Psychedelics
House On The Beach
World of the Weed
Research Report: THC--The Chemistry of Marijuana
The Law: How Effective Is It?
The Current Scene
Drugs in the Tenderloin
Professor Lettvin Tuned In

Check more current sources for useful materials. The topic is not pleasant, but neither would be any consequences of drug abuse occasioned by ignorance.

AMERICAN HISTORY

Harcourt Brace Jovanovich has available a collection of 497 expertly designed slides referred to as "American History 400." These slides obviously can be correlated with all major American history textbooks. They depict economic trends, wars and treaties, national boundaries and territorial adjustments, voting trends, population shifts, demographic history, geographic factors, governmental institutions, and historic documents. The cost is approximately $400, but the slides can be used in junior high as well. A per-pupil cost over a period of several years helps to produce a more accurate cost analysis of any resource which can be used nearly the entire school year.

Harcourt Brace Jovanovich has eighty documents ranging from the Magna Carta to John F. Kennedy's inaugural address in Living American Documents, either paperbound or clothbound. Also from this same publisher is Impressions of America (paperbound), a collection of one hundred articles on America by foreign observers. Volume One begins with an account of Leif Ericson's voyage and concludes with the comments of a British military officer who viewed the Battle of Gettysburg. Volume Two includes a Scottish view of shaping the New South and ends with a British commentary on President Kennedy.

Ginn & Company has a series of 89 transparencies with overlays, covering all the significant periods and topics in American history. These come in two albums with Reconstruction as the dividing point. Cost is $232 per album. In addition there is a program of 75 visual concepts arranged topically on transparencies dealing with American life, government and politics, economic life, and world affairs.

Two useful paperbacks also put out by Ginn are Brown's The Human Side of American History ($2.84) and Cole's Atlas of American History ($2.72.)

Scott Foresman has a set of nine softbound books in its PROBLEMS IN AMERICAN HISTORY SERIES. Costing $1.80 each, they are:

American Foreign Policy
The Cause of War: The American Revolution, the Civil War, and World War I
Great Depressions: 1837-1844, 1893-1898, 1929-1939
Labor in American Society
The Negro in America
Political Leadership in America
Reform in America: Jacksonian Democracy, Progressivism, and the New Deal
The Social Setting of Intolerance: The Know-Nothings, the Red Scare, and McCarthyism
The Supreme Court in American Life

Also from Scott Foresman is Daniel Powell's Ideas in Conflict (1967, softbound, 192 pp.) dealing with some of the most provocative debates in American history. Included topics are:

The American Colonies: Conciliation or Separation?
State Rights: The Struggle over Nullification
Did the United States Provoke the War with Mexico?
The Struggle Against Slavery
The Debate over Indian Policy
Tactics for Negro Advancement: Washington vs. Du Bois
The Conflict over Immigration Restriction
TVA: Public Planning and Private Enterprise
The Re-location of Japanese-Americans: Racism or Military Expedient?
Should the United States Have Dropped the Atomic Bomb?
Civil Disobedience: Conscience vs. Law
The Debate over American Policies Toward China

For honors students, i.e. the motivated, there is from Scott Foresman Sources of the American Republic: A Documentary History of Politics, Society, and Thought (Second Edition), a two-volume selection of original source readings along with some historical interpretations which total a thousand pages.

Allyn & Bacon has a 1969 edition of Selected Case Studies in American History, Volume I available in either cloth or paper; Volume II, with the same

title, has a 1970 copyright, also available in either cloth or paper. The end of Civil War is the chronological point between these two. Cost in soft cover: $2.00 and $2.82 respectively.

Follett Educational Corporation in 1970 marketed a compact series of three small paperbacks HIGHLIGHTS OF (AMERICAN) HISTORY. Very readable and of high interest, volumes I and II depict happenings of high interest and bear the collective title of Days of Valor. The remaining volume, Storms Over the Presidency, ranges from George Washington to John F. Kennedy. These books would have particular appeal to those whose interest and reading span is presently limited.

Popular Science Publishing Company, Inc., Audio-Visual Division, 365 Lexington Avenue, New York, N. Y. 10017, has 83 transparencies divided into ten sets. Write for a free catalog which gives descriptions in detail.

McGraw-Hill has a series of fourteen paperbacks containing personal eyewitness accounts in American history from the founding of Jamestown into the 1960's. The cost is $1.11 each, $13.50 for the set. Titles are:

The Beginnings of America, 1607-1763
The Times That Tried Men's Souls, 1770-1783
The Age of Washington, 1783-1801
The Jeffersonians, 1801-1829
Jacksonian Democracy, 1829-1848
The Westward Movement, 1832-1889
A House Divided: The Civil War, 1850-1865
The Shaping of Modern America, 1865-1914
Expanding Horizons: America Joins the World Powers, 1867-1914
Democracy on Trial: The First World War, 1914-1920
Boom and Bust: The Twenties and Thirties: 1920-1939
Global Conflict: The United States in World War II, 1937-1946
The Cold War: 1946-1961
Turbulent Times: America in the Nuclear Age, 1946-1962

For accelerated high school students McGraw-Hill offers a DOCUMENTARY HISTORY OF AMERICAN LIFE SERIES with six titles in this paperback group:

Settlements to Society: 1584-1763
Colonies to Nation: 1763-1789
Democracy on Trial: 1845-1877

Progressivism and Postwar Disillusionment: 1898-1928
Depression, Recovery, and War: 1929-1945
Anxiety and Affluence: 1945-1965

Cost is $3.16 each with the exception of "Democracy on Trial" which is $2.80.

Also from McGraw Hill comes Meanings of History, a selection of readings from American Heritage designed to explore developments which have strongly influenced the flow of American history. It is as current as Daniel P. Moynihan and as extended as the myths that hide the American Indian.

Benziger, Inc., 260 Park Avenue South, New York, N. Y. 10010, has a series of nine in-depth studies. These paperbacks deal with primary source materials, contrasting interpretations, and the consensus of contemporary scholarship. School price is $1.92 each volume. Titles are:

The American Revolution
The American Frontier
The Origins of the American Civil War
Contrasting Decades-the 20's and the 30's
Our Colonial Heritage
The Federal Period
Industrialism-The American Experience
American Foreign Policy
Domestic America Since 1950

The AMHERST PROJECT UNITS IN AMERICAN HISTORY were made available in 1970 by the Addison-Wesley Publishing Company, Inc. These deal with what is considered "original evidence" in such a way as to help students formulate their own generalizations and conclusions. These units are available in two forms: bound booklet form with three-hole punched, perforated pages, or unbound loose-leaf three-holed punched pages. Both forms are packaged in a minimum quantity of five units per package. The units are:

Freedom and Authority in Puritan New England
What Happened on Lexington Green: An Inquiry into the Nature and Methods of History
Collective Security in the 1930's: The Failure of Men or the Failure of a Principle?

Communism in America: Liberty and Security in Conflict
Hiroshima: A Study in Science, Politics, and the Ethics of War
Korea and the Limits of Limited War
The Embargo of 1807: A Study in Policy-Making
Conscience and the Law: The Uses and Limits of Civil Disobedience
Abraham Lincoln and Emancipation: A Man's Dialogue with His Times
Imperialism and the Dilemma of Power
God and the Government: Problems of Church and State
Liberty and Law: The Nature of Individual Rights
The American West as Myth and Reality

These units are designed as separate building blocks to make possible flexible curriculum development.

American Education Publications in its PUBLIC ISSUES SERIES has included topics ranging from The American Revolution to the New Deal. A full listing of these publications appears on pages 47 and 48.

Silver Burdett has two enrichment publications for studying American history. One is Avenues to America's Past, containing readings, and the other is Great Debates U.S.A. They are available at $2.16 each in paperback.

Original sources reflecting religious concerns not generally replicated elsewhere may be found in Christian History of the Constitution, compiled by Verna M. Hall and edited by Joseph A. Montgomery. This bulky 481-page work bears a copyright date of 1960 and is published by the American Christian Constitution Press, 210 Post, San Francisco, California 94108.

Holt, Rinehart & Winston, Inc., has a 1970 textbook which by its very nature is not apt to become dated soon. It is Discovering American History by Kownslar and Frizzle. It uses many original sources; hence it can serve as a ready resource book. It is available in hardcover or in separate paperbacks. In addition, Holt, Rinehart & Winston publishes the materials produced at Carnegie-Mellon University, as described on page 25.

Houghton Mifflin has thirty-four visuals, 136 acetate pages, all with at least two colors, as part of its American history materials. In addition, under the editorship of Richard C. Wade, it has produced a LIFE IN AMERICA SERIES composed essentially of primary source readings. Among the titles are:

Negroes in American Life
The Workingman in American Life
Immigrants in American Life
Cities in American Life
Women in American Life
Education in American Life
Religion in American Life
Politics in American Life
Science in American Life
Business in American Life
Youth in American Life

These are available in paperback at $1.65 each, $3.00 in cloth.

In an attempt to help us see ourselves as others see us, the American Historical Association in conjunction with the National Council for the Social Studies and Phi Delta Kappa translated excerpts from 55 textbooks of 31 nations to show what young people in other parts of the world learn about American history. This collection, edited by Donald W. Robinson, appears under the title, As Others See Us: International Views of American History (1969; 241 pp.) and lists for $1.65 in paper, $3.00 in cloth.

Scott, Foresman and Company offers A Soviet View of the American Past, a translation of the American history section in the Great Soviet Encyclopedia. Cost $2.00 softbound - for the Soviet view only, not the encyclopedia.

Field Educational Enterprises, Inc., in 1971 published its PROFILE OF AMERICA SERIES. Each has 126 pages and an "original sources" flavor. They are:

From Colony to Confederation, 1600-1787
A Maturing Nation, 1787-1840
Winning the West, 1700-1900
Crisis, Revolution, and Reconstruction, 1861-1876
Money, Machines, and Migrants, 1865-1920
The End of Isolation, 1890-1920
Prosperity, Panic, and Poverty, 1920-1939

The World at War, 1941-1945
Total Global Commitment, 1950-1970
The Modern Revolution, 1950-1970

A short teacher's manual is also in print.

The American Book Company has assembled a collection of 127 documents bound into 35 pamphlets all of which are assembled in a box called Documents: U.S.A.

Topics covered include:

The Movement to Independence
Framing and Adopting a Federal Constitution
Jeffersonian Republicanism
Manifest Destiny and War with Mexico
The Politics of Secession
The Politics of Progressivism
The First New Deal
The United States in World War II
Responses to the Cold War
The Expansion of Civil Rights
The Triumph and Tragedy of John F. Kennedy

Also from American Book is Viewpoints: U.S.A. by Bernard Feder, an assembling of excerpts from original documents and contemporary observers dealing with selected episodes in American history. The hardcover edition comes in 363 pages; separate units come paperbound in minimum orders of ten. A teacher's edition is also available. Audio-visuals are listed as History in Motion: U.S.A., a set of color-motion transparencies emphasizing critical periods of history.

Scholastic Magazines has a paperback GREAT ISSUES SERIES of some twenty topics ranging from "The Pioneer vs. The Wilderness" through "The McCarthy Era: 1950-1954." Each topic appears in a separate publication, the reading level is for mature ninth graders, and the cost is 75¢ each. A descriptive brochure is available upon request.

D. C. Heath & Company has many readings in a paperback series at $1.23 each, entitled BASIC CONCEPTS IN HISTORY AND THE SOCIAL SCIENCES. The purpose of this series is to present materials of American history in a way that will help students to grasp the key ideas of concepts that historians use in their interpretations of

history. The following titles are listed:

Conflict and Consensus in the American Revolution
Containment and the Origins of the Cold War
Democracy in the Age of Jackson
The Entrepreneur in the Gilded Age
Liberty and Power in the Making of the Constitution
Myth and Reality in the Populist Revolt
Presidential Power in the New Deal
Realism and Idealism in Wilson's Peace Program
Reconstruction and the Race Problem
Slavery and the Breakdown of the American Consensus
The Status Revolution and the Progressive Movement
The United States and the New Imperialism, 1898-1912

Each booklet introduces some topics of history or problem of interpretation, then presents readings drawn from participants of that historical period so as to offer two or more sides of the issue, and also presents contrasting interpretations by prominent historians.

Also vailable from D. C. Heath is a series of 66 acetates for use on an overhead projector, American History: A Visual Experience. These are organized around 16 problems in American history. One more significant item from D. C. Heath: a series of twenty study units named NEW DIMENSIONS IN AMERICAN HISTORY. Each study unit brings together a variety of primary source materials which the student must organize and evaluate, and then develop his own theories and judgments. Tentative conclusions must be supported with evidence. These twenty units are from 87 to 192 pages in length. A teacher's manual is available for each unit in this series. The cost is $1.41 per copy (softcover) per student edition, $1.62 per teacher's edition.

The Abandonment of Neutrality
The Abolitionists
Andrew Johnson and the Struggle for Presidential Reconstruction, 1865-1868
British Views of the American Revolution
The European Mind and the Discovery of the New World
Immigration: A Study in American Values
Manifest Destiny and Expansionism in the 1840's

The Missouri Compromise
The Monroe Doctrine
The Negro Struggle for Equality in the Twentieth Century
The 1920's
To Institute a New Government
The Progressive Era
The Worker and Social Change
The Ratification of the Constitution and the Bill of Rights
Responses to Economic Collapse: The Great Depression of the 1930's
The Settlement House: A Study in Urban Reform
The Spanish-American War
States Rights and Indian Removal; The Cherokee Nation versus the State of Georgia
The Supreme Court in American Life

The American Spirit is a two-volume softcover work of United States history as seen by contemporaries, edited by Thomas A. Bailey (also D. C. Heath & Co.). The first volume (502 pp.) begins with John Cabot's voyages to England and ends with the Negro and Reconstruction. The second volume of 960 pages moves into the 1960's. Although printed in 1967, the copyright date is of little consequence in a work of this nature.

Bear Films, Inc. (805 Smith Street, Baldwin, New York 11510) has a unique series of 60 filmstrips called "Capstone Lessons in American History." These open-ended filmstrips were "authored" by Jack Abromowitz, specialist in teaching the less-motivated. The advertisement states they are "keyed to the average ability student."

Over 200 films--many excellent ones from a teacher's vantage point--are now available from Association Instructional Materials, a division of Association Films, Inc., 600 Madison Ave., New York, N. Y. 10017. Many of these have been shown on the CBS Television Network as THE TWENTIETH CENTURY. Included are such diverse personalities as Rommel, Frank Lloyd Wright, and Duke Ellington, with events ranging from the Dust Bowl to the Remagen Bridge and to the Supersonic Jet Race. Write for a free catalog.

Guidance Associates of Pleasantville, N. Y., lists many audio-visual teaching devices; write for their special "Social Studies Catalog; A Comprehensive Selection of Audio-Visual Materials."

Contemporary Films/McGraw-Hill has announced the availability of its first complete 16-mm feature film catalog listing over 300 films amassed during the last 25 years. Not all would be suitable for classroom purposes, but some may serve well in providing in-depth backgrounds on a specific topic.

Don't overlook the resources of "American Heritage, The Magazine of History." Check with your local library and/or write The American Heritage Publishing Co. Inc., 551 Fifth Avenue, New York, N. Y. 10017.

For the poorly-motivated and/or poor readers, consider using Springboards, materials written at a fifth-grade reading level and supposedly something high school students can also relate to. Write for an examination sample set from Portal Press, Inc., (a subsidiary of John Wiley & Sons, Inc.) 605 Third Avenue, New York, N. Y. 10016.

Another item worthy of consideration for the wide range of interest and ability levels is a subscription to "American History Illustrated" (302 York Street, Gettysburg, Pennsylvania 17325).

Rand McNally Company, in addition to offering better than average textbooks, has printed The American Reader, a 703-page collection of eyewitness accounts of important events in American history gathered from contemporary letters, diaries, newspaper stories, and other selected sources. It has also published 40 small paperbacks (48-64 pp. each) describing a variety of facets of the American past and present. Attractive and reasonably priced, these make for very readable resources.

Random House has produced Viewpoints on American Labor, Viewpoints on American Explorers, Viewpoints on Indians, and Viewpoints on Abolition. Different viewpoints are deliberately provided; so students learn to weigh evidence and draw conclusions. The "package" includes filmstrips, problem cards, a teacher's guide, records, and other relevant components.

Encyclopedia Britannica Educational Corporation has published the thorough Negro in American History (1567-1968) in three well-indexed volumes. It has also marketed the eighteen-volume comprehensive Annals of America (1968). Over 2,000 selections are included, contributed by over 1,000 different authors. A sampling of these annals appears in a single indexed volume, Selected Readings on Great Issues in American History, 1620-1968.

COMMUNISM

Before an in-depth study of the nature of Communism can seriously be undertaken, a working knowledge of its peculiar vocabulary is essential. The best book available to assist this comprehension is Lester De Koster's Vocabulary of Communism, a 224-page encyclopedia containing definitions of key terms, summaries of central ideas, and short biographies of leading figures. Available from Wm. B. Eerdmans Publishing Co. (1964).

American Book Co. has one publication in this field, a textbook called Democracy and Communism--Theory and Action.

Holt, Rinehart & Winston has published William Ebenstein's Two Ways of Life: The Communist Challenge to Democracy (406 pp., 1966). The book uses a comparative approach in analyzing these two systems.

Houghton Mifflin has two publications written for high school use. One is Rodger Swearingen's The World of Communism dealing with one hundred questions

most often asked by high school students about world communism and the other by the same author is Focus: World Communism, consisting of fifty-three readings from books, periodicals, and basic documents. Also from Houghton Mifflin is John S. Gibson's Ideology and World Affairs a 372-page paperback publication of the Lincoln Filene Center for Citizenship and Public Affairs. Its wide scope includes democracy and fascism (1967).

Silver Burdett has a 1968 revised edition of William J. Miller's The Meaning of Communism in both clothbound and paperbound editions. Net price: $2.22

McGraw Hill is now marketing the second edition of What You Should Know About Communism--And Why ($1.92) by Scholastic Magazines, (192 pp., 1966). Correlating filmstrips are also available. Purchase of this book can be made directly from Scholastic Magazines, Inc.

Allyn & Bacon has a paperback Communism in Perspective, but with a 1964 copyright supplemental materials or observations would be needed. List price: $2.64.

Scott Foresman offers two softbound books, A Study of the U.S.S.R. and Communism: An Historical Approach by Rieber and Nelson (272 pp., 1966) and The U.S.S.R. and Communism: Source Readings and Interpretations by the same authors (320 pp., 1964).

Various other books are also available, reflecting different intensities of feeling. An Introduction to Communism by Henlee H. Barnette (Baker Book House, 1964, 117 pp.), Two Worlds: Christianity and Communism by James D. Bales (Standard Publishing, 1965, 128 pp.), and You Can Trust the Communists by Fred Schwarz (Prentice-Hall, 1962, 186 pp.) reflect the concerns and feelings of several Christians who have written on the issue.

A more recent softcover is J. Edgar Hoover Speaks Concerning Communism, 324 pages of comments compiled and edited by James D. Bales. The copyright bears a 1970 date; the publisher is Craig Press, Box 13, Nutley, New Jersey 07110.

CURRENT AFFAIRS

American Education Publications publishes "Issues Today" twice monthly. This 32-page magazine is a good one both in content and format; send for sample copies. It also puts out "Urban World," a 12-page issue twice each month dealing with problems of our times--slums, drugs, welfare, unemployment, crime, racial conflict, and related topics. Since much "current events" or "contemporary problems" material soon becomes badly dated, a magazine series such as this might be a wise consideration. The cost is $1.50 per student for a school year (18 issues). Time and Newsweek each have their own magazine--incorporating programs for high schools. The National Observer features "Current Events Classroom" which provides background articles concerning "now" topics with a bibliography for additional articles. The newspaper itself is a commendable news medium.

The New York Times publishes Student Weekly in a fashion reflecting the quality of the newspaper itself. Filmstrips on current events as well as news transparencies are kept up-to-the-minute. The New York Times is available on microfilm and the organization's sense of history is reflected in making available eyewitness accounts of the American Revolution. Write for a well-filled folder giving details from The New York Times, Book and Education Division, 229 West 43rd St., New York, N. Y. 10036.

Academic Paperbacks has ten helpful publications; these are listed on page 45.

Scholastic Magazines has a weekly student magazine called Senior Scholastic. With orders of ten or more copies there is each week a free copy of Scholastic

Teacher which correlates with the student materials. Filmstrips oriented to the background of current events are available from Scholastic Magazines, Inc., 50 West 44th Street, New York, N. Y. 10036.

Collier-Macmillan School and Library Services produces a weekly filmstrip service under the name of PRO & CON. Each weekly package contains a 30-40 frame filmstrip in color, covering three news topics selected for curricular significance and long-term importance. A yearly subscription of 32 issues costs $199.50.

Filmstrips--full color and sound via records or cassettes--amazingly current, are available from CURRENT AFFAIRS FILMS, 527 Madison Avenue (Box 409), New York, N. Y. 10022.

McGraw-Hill Films has a number of films dealing with current issues. Write your regional office or McGraw-Hill Films, 330 West 42nd Street, New York, N. Y. 10036.

A current events quiz game is put out weekly by Essex Editors, P. O. Box 123, Glencoe, Illinois 60022. When you write, be sure to specify that you are interested in the secondary edition, since the same source puts out materials on the elementary level.

ECONOMICS

Available from McGraw-Hill Book Co. is the ECONOMIC LITERARY SERIES developed by the Council for the Advancement of Secondary Education. Most of these softcover books contain about 120 pages. They are:

American Capitalism: An Introduction ($1.98)
Capitalism and Other Economic Systems ($1.98)
Money in our Economy ($1.98)
Business Enterprise in the American Economy ($2.34)
Beginning Readings in Economics ($3.30)
The U.S.A. in the World Economy ($1.80)
(Teacher's manual also available; 75¢)

Also from McGraw-Hill is the "World of Economics Transparency Program" which is useful for any high school economics course although designed primarily to correlate the textbook World of Economics ($5.22) by Silk and Sounders (McGraw-Hill, 1969).

If the study of economics is to have a ring of here-and-now to it, don't overlook a classroom subscription to The Wall Street Journal. This newspaper also sponsors National Observer Classroom Service Program which is serving many non-public as well as public schools. Also available is a list of free materials available to secondary school teachers. Write Dow Jones & Co., Inc., Educational Service Bureau, P.O. Box 300, Princeton, New Jersey 08540.

D. C. Heath & Co. has a series for high school students, presenting actual case studies of individual businesses and their organization. These studies illustrate basic economic concepts and help students to understand the role of private decision-making in a free enterprise system. There are three volumes entitled "Case Studies in Business History and Economic Concepts," with prices under $2.00 each. These materials were developed under Newton Schools Foundation, Inc.

From Scott Foresman comes the ECONOMIC FORCES IN AMERICAN HISTORY SERIES edited by Douglass C. North, editor of the Journal of Economic History. These seven paperbacks written by seven different authors cost $1.08 each and average 60-70 pages. They are:

Developing the American Colonies, 1607-1783
Decisions That Faced the New Nation, 1783-1820
Commerce, Cotton, and Westward Expansion, 1820-1860
Growth of Industrial Enterprise, 1860-1914
World Power and New Problems, 1914-1930
Adjustments to Depression and War, 1930-1945
Problems of Prosperity and Leadership, 1945-

In addition, they offer six paperbacks designed to convey basic economic facts and perspective. They are the STUDIES IN ECONOMIC ISSUES SERIES:

Capitalism, Communism, Socialism
Economics of the Community
Our Labor Force
World Trade
Understanding Economic Growth
International Economic Problems

Another eight paperbacks from Scott Foresman that deal with economic concerns could be used in world history or world geography classes. These are 70-80 pages each.

The Soviet Union -- Communish Economic Power
Latin America -- Reform or Revolution
Sub-Saharan Africa -- Struggle Against the Past
Japan -- Lessons in Enterprise
The Middle East -- Old Problems and New Hopes
India -- Struggle Against Time
China -- Development by Force
Western Europe and the Common Market

American Education Publications has a 35-cent bargain, Today's Economics, a 64-page paperback which serves as a good introductory book for an economics course or as a tie-in with other areas of high school social studies.

Resources For the Future is published three times a year by Resources For the Future, Inc., 1755 Massachusetts Avenue, N. W., Washington, D.C., 20036. Although strongly oriented to conservation of non-replaceable resources, it delves into economic aspects of our environment, urban and otherwise, in sixteen pages of well-documented and well-written articles.

The economic aspect is but one of the now very visible and malodorous dimensions of the ecological crisis. Materials are mushrooming and some excellent ones are presently available. One good starter would be Our Poisoned Planet; Can We Save It?, a 256 paperback published in 1970 by U. S. News & World Report.

Eight series of transparencies dealing with economics are available from the Popular Science Publishing Co., Inc., Audio-Visual Division, 355 Lexington Avenue, New York, N. Y. 10017. Write for a free catalog.

Filmstrips and printed booklets at very reasonable cost can be obtained from

92

the Money Management Institute of Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601, or Household Finance Corporation of Canada, 85 Bloor Street East, Toronto 5, Ontario.

A number of free printed materials are available from the Research Department, Federal Reserve Bank of Chicago, P. O. Box 834, Chicago, or the Federal Reserve Bank nearest you.

Other free materials can be obtained from the National Industrial Conference Board, Inc., 845 Third Avenue, New York, N. Y. 10022, or from International Union, United Auto Workers Education Department, 8000 East Jefferson Ave., Detroit, Michigan 48214. The magazine of economic affairs, Challenge, is published six times a year (475 Fifth Avenue, New York, N. Y. 10017). Changing Times and the Kiplinger Letters, as well as related publications, are good. Write to School Services, Kiplinger Washington Editors, 1729 H Street, N. W., Washington, D. C. 20006.

Handy little (16 pp.) booklets which do a good job of simplyfying complex economic concepts are available as scriptographic study units from the Channing L. Bete Co., Inc., Greenfield, Massachusetts 01301. This company also markets 15 transparencies entitled "About the American Economy."

Additional materials, many of which are free of charge, can be obtained from:

Institute of Life Insurance
277 Park Avenue
New York, N. Y. 10017

Tax Foundation, Inc.
50 Rockefeller Plaza
New York, N. Y. 10020

The Joint Council on Economic Education
1212 Avenue of the Americas
New York, N. Y. 10036

National Association of Manufacturers
277 Park Avenue
New York, N. Y. 10017

New York Stock Exchange
11 Wall Street
New York, N. Y. 10005

National Foundation for Consumer Credit
1411 K Street, N. W.
Washington, D. C. 20005

The Brookings Institution
1775 Massachusetts Ave., N.W.
Washington, D.C.

The American Federation of Labor
and Congress of Industrial Organizations
815 Sixteenth Street, N.W.
Washington, D.C. 20006

Chase Manhattan Bank
1 Chase Manhattan Plaza
New York, N. Y. 10015

Committee for Economic Development
711 Fifth Avenue
New York, N. Y. 10022

National Consumer Finance Association
1000 16th Street, N.W.
Washington, D.C. 20036

INTERNATIONAL RELATIONS/AREA STUDIES

Houghton Mifflin's WORLD REGIONAL STUDIES is under the editorship of Hyman Kublin. This interdisciplinary series has two volumes of each region, one a regional study and the other a book of selected readings. Cost is $1.65 for paper, $3.00 for cloth.

China
China: Selected Readings
Japan
Japan: Selected Readings
India
India: Selected Readings
The Middle East
The Middle East: Selected Readings

Africa
Africa: Selected Readings
Russia
Russia: Selected Readings

Laidlaw Brothers has a series of eleven inexpensive paperback booklets prepared by the North Central Association Foreign Relations Project Committee. They are:

The United States and World Affairs
Chinese Dilemma
America's Role in the Middle East
The New Europe, The Common Market and the United States
Southeast Asia and American Policy
The United States and the Soviet Challenge
Africa and the World Today
The United States in the United Nations
India and the World Today
Japan--Ally in the Far East
The United States' Role in Latin America

Pupils' texts are 87¢ each; teacher's guides 36¢ each.

Scott Foresman in 1967 published The China Giant: Perspective on Communist China (softbound, 176 pp.), a collection of ten articles written by experts on East Asia. Cost: $1.80.

American Education Publications in its PUBLIC ISSUES SERIES has books (35¢ each) dealing with area studies. They are:

Africa: Emerging Nations
Changing Latin America
Southeast Asia
China: Troubled Asian Giant
India and Pakistan
The Middle East
Japan
The Soviet Union
The British Isles

Ginn & Co. has published in-depth studies of twelve areas, each a 128-page paperback. Price $2.88 each. These are:

Israel
The Soviet Union

China
Brazil
Thailand
Africa
Mexico
Indonesia
Japan
India
Argentina and Chile
The Middle East

For students reading on an eighth grade level, Scholastic Magazines has a multi-text world affairs set of eleven paperbacks at less than $1 each. They are:

The Middle East
The Rim of Asia
The Two Chinas
The Subcontinent of India
Emerging Africa
Latin America
Eastern Europe
The Soviet Union
Western Europe
The Commonwealth of Nations
Man's World: A Physical Geography

Silver Burdett has a 1970 paperback series CULTURE AREA STUDIES. The five titles are Africa, South of the Sahara; East Asia; China and Japan; India and Southeast Asia; Latin America; and The Islamic World.

Available through Van Nostrand-Reinhold Company are Searchlight Books, a series of forty paperbacks to be used as supplementary readings. Each focuses upon a region or topic of international interest, emphasizing politico-geographic and socio-economic relations.

Harcourt Brace Jovanovich has a five-volume WORLD AREAS TODAY SERIES. The areas are China and India, The Middle East and North Africa, Sub-Saharan Africa, Latin America, and Japan and Southeast Asia.

Free single copies of publications as they are issued by the Bureau of Public Affairs of the State Department may be had for the asking from the Distribution Control Division, Office of Media Services, Room 5819(A), Department of State,

Washington, D. C. 20520. Among these are pamphlets, booklets, and reprints on a wide variety of subjects relating to the foreign policy and programs of the United States.

A free catalog of "Publications of the Foreign Policy Association" is available upon request from the Foreign Policy Association, 345 East 46th St., New York, N. Y. 10017. Intercom is a magazine dealing with world affairs. Formerly it was put out by the Foreign Policy Association, but now is issued five times yearly by the Center for War/Peace Studies of the New York Friends Group, Inc., 218 East 18th St., New York, N. Y. 10003. Averaging 70 pages per issue, many references to other publications are included.

HEADLINES SERIES booklets are timely, compact analyses of major foreign policy problems and world areas. They are written by experts, and each issue includes maps, charts, photographs, discussion questions and suggestions for further reading. Published five times a year by the Foreign Policy Association, each issue is about 64 pages long. They are $1.00 per copy, with discounts for bulk orders.

Also from the Foreign Policy Association is "Great Decisions," study-discussion materials in the form of 100-page booklets. Write for a free catalog or sample copy.

POLITICAL SCIENCE AND PROBLEMS OF DEMOCRACY

A nonpartisan, nonprofit organization founded to bring about a program of intensive exposure of American high school students with the facts and workings of the federal government is CLOSE UP. Additional information on the programs and purposes can be had by writing CLOSE UP, 1054 31st St., Washington, D. C. 20007.

American Education Publications has a 48-page Unit Book, Political Parties In the U.S. It explores the alleged distinction between the two major parties

and raises the question of whether there is room for a third party today. It is well worth the 35-cent investment.

For a general collection of Americana, get the big (630 pp.) little book, The American Citizens Handbook from the National Council of Social Studies. Unabashedly displaying a love and loyalty to country, it is a potpourri of documents, poems, speeches, biographies, and the data knowledgeable citizens should be able to identify as part of the American folk tradition.

Doubleday Education Division has assembled a PROBLEMS OF DEMOCRACY SHELF of 15 titles, 44 books, for $43.90 if purchased as a set. Titles are:

Congress: The First Branch of Government
The Congressman
The Emancipation Proclamation
Equality by Statute
The Exploding Metropolis
The Federalist Papers
Free Men and Free Markets
The Guaranteed Income
May Man Prevail?
My People is the Enemy
The Newcomers
Political Man
The Radical Right
The Urban Complex
The Negro and the American Labor Movement

Public Affairs Pamphlets (381 Park Ave. South, New York, N. Y. 10016) lists 32 selected titles on social problems for $5.25. Special prices are available for quantity orders.

For an audio approach to problems of the environment, foreign policy, the national election system, the domestic crisis, the economy, the Congress, the Presidency, and the Supreme Court, write Washington Tapes, Inc., 5540 Connecticut Ave., N.W., Washington, D.C. 20015. By means of many tapes our nation's leaders speak directly to students in twenty-minute comments.

SRA in Blueprint for Our Democracy tries to help students understand the key documents, ideas, and processes that underlie every level of American government. Included is a bibliography and a film list.

Houghton Mifflin is marketing two paperbacks in cooperation with the Lincoln Filene Center for Citizenship and Public Affairs at Tufts University. They are Civil Liberties: Case Studies and the Law ($1.65 paperback) and Practical Political Action, both designed to encourage students to think about each problem and to apply what they have learned to possible solutions.

From McGraw-Hill comes Duane Lockard's American Federalism, ($2.20) a 128-page paperback (1969) giving a narrative and documentary account of what have become the significant features of American government. This is one of the GRASS ROOTS GUIDEBOOK SERIES which includes Heritage of Liberty and The Aims of American Foreign Policy.

Should an anthropology-oriented approach be desired to one of the problems of democracy, a high school unit on "Race, Caste, and Prejudice" is available from the Anthropology Curriculum Project, Margaret Hall, University of Georgia, Athens, Georgia 30601. This is still a trial edition; write Dr. M. J. Rice for details.

WORLD HISTORY

Jackdaws Collection of Historical Documents are packets of materials compiled and edited to give students a "feel" for working with materials from which historians write their dissertations and textbooks. Moderate in price and useful in the classroom are these varied packets, over one hundred in all. Write for a free Jackdaws catalog from Grossman Publishers, 125 A East 19th Street, New York, N. Y. 10003, the American distributor of these British historical exports.

Scholastic GREAT ISSUES SERIES books (75¢ each) deal with three thought-provoking questions in modern world history. Napoleon Bonaparte ponders the question, What are the consequences of power? Woodrow Wilson and the League of Nations asks, Why was a just cause defeated? Appeasement in the 1930's grapples with the issue, Why did diplomacy fail? Teacher editions of each book are available. Maps, charts, diagrams, pictures, and paintings reinforce the readings.

From Scott Foresman 32 Problems in World History Source Readings by Edwin Fenton, a 240-page paperback (1964), brings together a wide variety of source materials in a way to stimulate reflective thinking. (Cost $1.80.) Scott Foresman has marketed the FENTON-WALLBANK WORLD HISTORY PROGRAM FOR THE OVERHEAD PROJECTOR. Each unit contains from six to twelve transparencies and, using an inductive approach, dwells on a specific problem central to world history and/or the study of history. In this series are:

Culture Diffusion in the Mediterranean World
Defining Historical Terms
European Imperialism in Africa, 1871-1914
The French Revolution and Nationalism
The Growth of Medieval Towns
Land-Man Tie in China
The Making of Nation-State
The Monsoons and Indian Society
The Population Explosion
Russian Economic Growth
What Caused the Rise of Hitler?
Wilson and the Territorial Settlement at Versailles
Winds, Currents, and Explorations
Writing an Essay Examination
Definition of Socialism

Harcourt Brace Jovanovich which put out AMERICAN HISTORY 400 has also produced WORLD HISTORY 400, a series of slides containing 545 maps, charts, and timelines to help explain the growth of world civilization from the beginning to the present. The total cost comes to considerably less than $1 per slide. From the same company there is The Human Adventure: Readings in World History in two volumes, repre-

senting more than 150 readings of political, social, and intellectual significance in world history.

Houghton Mifflin's Panorama of the Past: Readings in World History, consisting of three hundred carefully selected extracts, is divided into two volumes. The first volume begins in ancient times and goes to 1815; the second moves along to the present. Available in paperback at $1.65 and $1.95 respectively, $3.15 each in cloth.

American Book Company's Viewpoints in World History by Bernard Feder is the world history counterpart of Viewpoints U.S.A. The hardcover edition runs 559 pages; each section is available in a separate softcover edition. Open-ended questions and projects for investigation follow each selection. An excellent resource for every history classroom. Selected topics can be studied in depth and contrasting interpretations of events and movements can be evaluated.

Also available from the American Book are Anvil Books--short, inexpensive paperbound books in history and social studies for use as supplementary readings in high school. One hundred titles are listed in the catalog which may be had for the asking (American Book Co., 300 Pike St., Cincinnati, Ohio 45202). Included are some works on Canada.

Allyn & Bacon has a 1970 publication called Readings in World History, available in either paper ($5.20) or cloth ($7.60). Included are many types of primary and secondary source material such as diary excerpts, documents, letters, and other writings by people involved in, or direct observers of, historical events. Also included are items such as commentaries, analyses, and excerpts from learned journals, magazines, and newspapers.

The above-mentioned materials should in no way be considered as an exhaustive listing of available resources.

BIBLIOGRAPHY OF PROFESSIONAL BOOKS:

1. A Christian Theory of Knowledge. Cornelius Van Til. Reformed and Presbyterian Publishing Co., 1969

2. American History Through Conflicting Interpretations. David F. Kellum. Teachers College Press, 1969

3. Background Papers for Social Studies Teachers. Leonard S. Kenworthy. Wadsworth Publishing Co., 1966

4. Bibliography for Teachers of Social Studies. Raymond A. Ducharme, Joseph Katz, and Arthur D. Sheekey. Teachers College Press, 1968

5. Democracy, Pluralism, and the Social Studies. James P. Shaver and Harold Berlak (eds.). Houghton-Mifflin, 1968

6. Evaluative Criteria for the Evaluation of Secondary Schools, 4th edition. National Study of Secondary School Evaluation, 1969. Section 4-16; Social Studies, pp. 221-232

7. Guide to Social Studies Teaching in Secondary Schools. Leonard S. Kenworthy. Wadsworth Publishing Co., 1966

8. History and the Social Sciences: New Approaches to the Teaching of Social Studies. Mark W. Krug. Blaisdell, 1967

9. Honors Teaching in American History. Lawrence A. Fink. Teachers College Press, 1969

10. Ideology and World Affairs. John S. Gibson. Houghton Mifflin Co., 1967

11. Independence and Involvement: A Christian Reorientation of Political Science. Rene Williamson. Louisiana State University Press, 1964

12. Inquiry in the Social Studies. Byron G. Massialas and C. Benjamin Cox. McGraw-Hill, 1966

13. Inquiry in the Social Studies Classroom: A Strategy for Teaching. Barry K. Beyer. Charles E. Merrill Publishing Co., 1971

14. International Encyclopedia of the Social Sciences. Collier-Macmillan Library Services, 1968. (9,000 pages in 17 volumes; look for it at a nearby city or college library)

15. Values in the Social Studies. Metcalf and Payette, editors. Yearbook of the National Council for the Social Studies 1971

16. New Strategies and Curriculum in Social Studies. Frederick R. Smith and C. Benjamin Cox. Rand McNally, 1969

17. Preparing Instructional Objectives. Robert F. Mager. Fearon Publishers, Inc., 1962

18. Readings on Social Studies in Secondary Education. Jonathan McLendon (ed.). McMillan Co., 1966

19. Social Science Seminar Series, edited by Raymond H. Muessing and Vincent R. Rogers. Charles E. Merrill Books, Inc., 1965
    The Nature and Study of History by Henry Steele Commager
    Geography: Its Scope and Spirit by Jan O. Broek
    The Study of Anthropology by Pertti J. Pelto
    Sociology: The Study of Man in Society by Caroline B. Rose
    Political Science: An Informal Overview by Francis J. Sorauf
    Economics and Its Significance by Richard S. Martin and Reuben G. Miller

20. Social Studies in Secondary Schools: A Book of Readings. William E. Gardner and Fred A. Johnson. Allyn & Bacon, 1970

21. Social Studies in the United States: A Critical Approach. Byron G. Massialas and C. Benjamin Cox (eds.). Harcourt Brace Jovanovich, 1967

22. Teaching High School Social Studies: Problems in Reflective Thinking and Social Understanding, 2nd edition. Maurice P. Hunt and Lawrence E. Metcalf. Harper and Row, 1968

23. Teaching Public Issues in the High School. Donald W. Oliver and James P. Shaver. Houghton-Mifflin, 1966

24. Teaching the New Social Studies in Secondary Schools: An Inductive Approach. Edwin Fenton (ed.). Holt, Rinehart & Winston, 1966

25. Teaching the Social Studies--What, Why, and How. Richard E. Gross, Walter E. McPhie, and Jack R. Fraenkel (eds.).

26. The New Social Studies. Edwin Fenton. Holt, Rinehart & Winston, 1967

27. The Social Studies: Myths and Realities. David Kellum. Sheed & Word, 1969

28. Values and Teaching: Working With Values in the Classroom. Lois E. Raths, Merrill Harmin, & Sidney B. Simon. Charles E. Merrill Pub. Co., 1966

LIST OF PROFESSIONAL ORGANIZATIONS/PROJECT SOURCES

Listed here are national organizations, many of which have regional, state, or local chapters:

1. American Anthropological Association
   1703 New Hampshire Ave., N.W.
   Washington, D. C. 20009

2. American Association for State and Local History
1315 Eighth Ave., S.
Nashville, Tennessee 37203

3. American Political Science Association
1527 New Hampshire Ave., N.W.
Washington, D. C. 20036

4. American Psychological Association
1200 Seventeenth St., N.W.
Washington, D. C. 20036

5. American Sociological Association
1001 Connecticut Ave., N.W.
Washington, D. C. 20036

6. Anthropology Curriculum Study Project
5632 Kimbark Ave.,
Chicago, Illinois 60637

7. Council on Anthropology and Education
Dr. Murray Wax, Chairman
Department of Sociology
University of Kansas
Lawrence, Kansas 66045

8. Foreign Policy Association
345 East 46th St.,
New York, N. Y. 10017

9. Joint Council on Economic Education
1212 Avenue of the Americas
New York, N. Y. 10036

10. National Council for Geographic Education
Room 1532, 111 West Washington Street
Chicago, Illinois 60602

11. National Council for the Social Studies
1201 Sixteenth St., N.W.
Washington, D. C. 20036
A 1970 publication compiled by Grace Kachaturoff gives a topical bibliography of yearbooks, bulletins, curriculum series, and articles in Social Education June 1961 through June, 1969. Send $2 for a copy of Index to NCSS Publications.

12. Public Affairs Committee, Inc.
381 Park Ave., South
New York, N. Y. 10016

13. Service Center for Teachers of History
American Historical Association
400 A Street, S. E.
Washington, D.C. 20003

A free list of publications sent upon request as well as the list of dates and sites of forthcoming Service Center conferences. Going on the assumption that many secondary school teachers have neither the time nor the opportunity to read widely in monographic literature, this organization has published a series of over seventy short pamphlets specifically designed to bring the reader in touch with current interpretations and significant writings in a particular field of historical study. The cost is $1 per pamphlet. Topics include Asian, European, and "miscellaneous," as well as U. S. history.

14. Social Science Education Consortium
1424 15th Street
Boulder, Colorado 80302

15. Sociological Resources for Secondary Schools
503 First National Building
Ann Arbor, Michigan 48100

16. The Asia Society
112 East 64th Street
New York, N. Y. 10021

LIST OF PUBLISHERS/PROJECT SOURCES

1. Addison Wesley Publishing Co.
106 W. Station Street
Barrington, Ill. 60010

2. Allyn & Bacon, Inc.
Rockleigh, N. J. 07647

3. American Book Co.
300 Pike St.,
Cincinnati, Ohio 45202

4. American Education Publications
Education Center
Columbus, Ohio 43216

5. Anthropology Curriculum Project
Margaret Hall
University of Georgia
Athens, Ga. 30601

6. Anthropology Curriculum Study Project
5632 Kimbark Avenue
Chicago, Ill. 60637

7. Baker Book House
1019 Wealthy, S. E.
Grand Rapids, Mich. 49506

8. R. R. Bowker Co.
1180 Avenue of the Americas
New York, N. Y. 10036

9. Thomas Y. Crowell Co.
201 Park Ave., S.
New York, N. Y. 10003

10. Encyclopedia Britannica Educational Corporation
425 N. Michigan Ave.,
Chicago, Ill. 60611

11. William B. Eerdmans Publishing Co.
255 Jefferson, S. E.,
Grand Rapids, Mich. 49502

12. Fideler Company
31 Ottawa, N.W.,
Grand Rapids, Mich. 49502

13. Field Educational Publications, Inc.
902 S. Westwood Ave.
Addison, Ill. 60101

14. Field Education Enterprises
117 East Palatine Road
Palatine, Ill. 60067

15. Foreign Policy Association
345 East 46th St.,
New York, N. Y. 10017

16. Ginn & Company
275 Wyman Street
Waltham, Mass. 02154

17. Guidance Associates of Pleasantville, N. Y.
(see Harcourt Brace Jovanovich, Inc.)

18. Harcourt Brace Jovanovich, Inc.
7555 Caldwell Ave.,
Chicago, Ill. 60648

19. D. C. Heath & Co.
2700 North Richard Avenue
Indianapolis, Ind. 46219

20. Holt, Rinehart & Winston, Inc.
645 N. Michigan Ave.,
Chicago, Ill. 60611

21. Houghton Mifflin Company
1900 S. Batavia Avenue
Geneva, Ill. 60134

22. Joint Council on Economic Education
1212 Avenue of the Americas
New York, N. Y. 10036

23. Laidlaw Brothers
Thatcher & Madison Sts.,
River Forest, Ill. 60305

24. McGraw-Hill Book Co.
Manchester Road
Manchester, Missouri 63011

25. Macmillan Company
539 Turtle Creek South Drive
Indianapolis, Ind. 46227

26. Charles E. Merrill Publishing Co.
1300 Alum Creek Dr.,
Columbus, Ohio 43216

27. National Council for Geographic Education
111 West Washington St.,
Chicago, Ill. 60602

28. National Schools Committee for Economic Education
One Park Avenue
Old Greenwich, Conn. 06870

29. National Union of Christian Schools
865 - 28th St., S.E.,
Grand Rapids, Mich. 49508

30. New American Library, Inc.
1301 Ave. of the Americas
New York, N Y 10019

31. Portal Press, Inc.
605 Third Avenue
New York, N. Y. 10016

32. Prentice - Hall, Inc.
Englewood Cliffs, New Jersey 07632

33. Rand McNally & Co.
P.O. Box 7600
Chicago, Ill. 60680

34. Random House, Inc.
201 E. 50 St.,
New York, N. Y. 10022

35. Science Research Associates, Inc.
259 East Erie St.,
Chicago, Ill. 60611

36. Scholastic Magazines, Inc.
50 W. 44 St.,
New York, N. Y. 10036

37. Scott, Foresman & Company
1900 East Lake Ave.,
Glenview, Ill. 60025

38. Silver Burdett
460 South Northwest Highway
Park Ridge, Ill. 60068

39. Social Education
1201 Sixteenth St., N.W.
Washington, D.C. 20036

40. Social Studies School Service
10,000 Culver Boulevard
Culver City, Calif. 90230

41. South-Western Publishing Co.
5101 Madison Rd.
Cincinnati, Ohio 45227

42. Tweedy Transparencies
208 Hollywood Ave.,
East Orange, N. J. 07018

43. Urbandyne
5659 South Woodlawn Ave.,
Chicago, Ill. 60637

44. U. S. News and World Report
2300 N. St., N.W.
Washington, D.C. 20037

45. Van Nostrand-Reinhold Co.
450 West 33rd St.,
New York, N. Y. 10001

46. Western Publishing Company, Inc.
School and Library Department
850 Third Avenue
New York, N. Y. 10022

TEACHER MAGAZINES/JOURNALS

1. Christian Educators Journal. Published four times annually. Donald Oppewal, Ed., Calvin College, 1331 Franklin St., S.E., Grand Rapids, Michigan 49506. Designed "to foster the continuing improvement of theory and practice in Christian schools" and to serve "as a channel of communication for all educators committed to the idea of parentally controlled Christian schools...."

2. Journal of Geography. Published monthly during the academic year, it is the official organ of the National Council for Geographic Education. Articles deal with geography and its teaching on grade levels, kindergarten through college. Harm J. de Blij, Ed., c/o The National Council for Geographic Education, Room 1226, 111 West Washington Street, Chicago, Illinois 60602.

3. Social Education. Published monthly during the academic year. Published by the National Council for the Social Studies, "it provides opportunities for the publication of materials that may represent divergent ideas, judgments, and opinions." Daniel Roselle, Ed., Social Education, 1201 Sixteenth St., N.W., Washington, D. C. 20036. Without question, the best magazine in its class.

4. Sociological Abstracts. Eight issues published annually. Leo P. Chall, Ed., 2315 Broadway, New York, N. Y. 10024. Contains recent abstracts for those wishing to keep posted on the frontiers of sociological research.

5. Rural Sociology. A quarterly publication available to both members and non-members of the Rural Sociological Society. Frederick C. Fliegel, Ed., 305 Mumford Hall, University of Illinois, Urbana, Illinois 61801.

6. Focus. American Geographical Society, Broadway at 156th St., New York, N. Y. 10032. Published monthly during the academic year; write for sample copy.

7. Current History. A monthly dealing with world affairs. 95¢ per copy; $9.50 per year. Editorial offices at 12 Old Boston Road, Wilton, Conn. 06897. Subscription office at 1822 Ludlow St., Philadelphia, Penna. 19103

8. Clearing House. Published monthly September through May. $5.00 per year. Joseph Green, Ed., Fairleigh Dickinson University, Teaneck, New Jersey 07666. Subscription office at 205 Lexington Avenue, Sweet Springs, Missouri 65351. A shirt-sleeve approach to educational problems in short, punchy articles.

9. Educational Report. A publication of Educational Products Information, Exchange Institute, 383 Park Avenue South, New York, N. Y. 10016

10. The History Teacher. Published in Nov., Jan., March, May, by the University of Notre Dame Press. Institutional membership: $5.00, Teacher membership: $3.00 (if sent to a home address). Correspondence should be addressed to the Editor, Room G-61, Memorial Library, Notre Dame, Indiana 46556. An excellent little journal.

TESTING PROGRAMS

1. "Cooperative Tests, Materials, Services" is a catalog published annually by Educational Testing Service, Princeton, New Jersey 08540. Testing materials are made available in keeping with its ethical code: "Professional standards require that tests and diagnostic aids be released only to those persons who can demonstrate that they have the knowledge and skill necessary for their effective use and interpretation." Along with tests in American history and civics designed for grades 7-9, there are five tests produced for grades 10-12. Their titles are:

   American History
   Problems of Democracy
   American Government
   Modern European History
   World History

   In addition, there are eight topical tests in American history arranged chronologically:

   Test 1: Exploration, Colonization, and Independence, 1450-1783
   Test 2: Foundations of American Government, 1781-1801
   Test 3: Growth of Nationalism and Democracy, 1801-1840
   Test 4: Expansion, Civil War, and Reconstruction, 1840-1877
   Test 5: Development of Industrial America, 1865-1898
   Test 6: Imperialism, Domestic Reform, and the First World War, 1898-1920
   Test 7: Prosperity, Depression, and the New Deal, 1920-1940
   Test 8: The Second World War and After--

2. Berg, Harry D. (ed.). Evaluation in Social Studies. Thirty-fifth yearbook of the National Council for the Social Studies, 1965. 251 pp. $4.00 paperbound; $5.00 clothbound.

3. Bloom, Benjamin S. Taxonomy of Education Objectives: The Classification of Educational Goals Handbook I: Cognitive Domain. David McKay Co., Inc., 1956 (and subsequent reprints). 207 pp. paperback.

4. Krathwohl, David R., Bloom, Benjamin S., and Masia, Bertram R. Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook II: Affective Domain. David McKay Co., Inc., 1964 (and subsequent reprints). 196 pp., paperback.

5. Buros, Oscar Krisen (ed.) Tests in Print: A Comprehensive Bibliography of Tests for Use in Education, Psychology, and Industry. The Gryphon Press, 220 Montgomery Street, Highland Park, New Jersey 08904.

6. Buros, Oscar Krisen (ed.) The Sixth Mental Measurement Yearbook 1965. The Gryphon Press, Highland Park, New Jersey. Earlier publications are the fifth (1959), the fourth (1953), and the third (1949). The 1938 and 1940 issues are out of print, but may be ordered in xerox copy from University Microfilms, Inc., Ann Arbor, Michigan 48105.

7. Simpson, Ray H. Teacher Self-Evaluation. Macmillan, 1966

8. Harcourt Brace Jovanovich is a major publisher of standardized tests. It offers the Crary American History test designed for grades 10-13. Working time is 40 minutes, with either hand- or machine-scoring available. The Commings World History test also has a working time of 40 minutes with similar scoring options; it is designed for grades 9-12. Also for grades 9-12 is the Metropolitan High School Social Studies test which requires an administration time of one hour and twenty minutes. The Stanford High School Studies (social studies) test requires 40 minutes, as does the Stanford High School Arts and Humanities test. Additional information concerning norms--percentile ranks and stanines--can be obtained by writing Test Department Advisory Service, Harcourt Brace Jovanovich, 757 Third Avenue, New York, N. Y. 10017. A special catalog of Standardized tests and related services can be obtained by writing the same address.

9. SRA has two tests for high school social studies. The grade range for each is 9-12 and testing time is 40 minutes. One is the "Test of Economic Understanding," written by the Committee on Measurement of Econo-

mic Understanding. The other is the "Principles of Democracy Test," written by Gage, Garvey, Hogan, and Payette. Hand- or machine-scoring available for each.

10. The National Council for Geographic Education, 111 West Washington St., Chicago, Illinois 60602, offers a "Geography Achievement Test for Beginning High School Students" by N. V. Scarfe, a professional geographer who is now Dean of Education at the University of British Columbia in Vancouver. Revised in 1968, this test is designed primarily for use with ninth and tenth-grade students. It is a standardized test containing 100 multiple choice questions. A packet of 20 test booklets, key, and manual, costs $5.00; a specimen set of test booklet and manual can be had for 50¢. Testing time: 75 minutes. It is not a factual recall test, but aims to measure a student's comprehension of geographical relationships and concepts as well as his ability to draw inferences and conclusions from geographical data.

Chart your actual profile in one color and your ideal profile in another.

APPENDIX A Teacher Disposition Toward Methods

New methods pilot-tested in local school	New methods adopted if proven reasonably successful elsewhere
Selected topics or phases as decided by teacher/student wishes	Reasonable coverage of a period of history or field of study
Biblical givens made implicit	Biblical givens made explicit
Inductive/inquiry learning	Deductive/expository teaching
Unconventional, loosely-structured	Conventional (whatever it may mean)
Evidence to philosophy	Philosophy to evidence

APPENDIX B Teacher Disposition Toward Materials

Process-oriented materials	Content-oriented materials
Materials selected as interests arise and situations warrant	A testing program to ascertain the value/ irrelevance of selected material
The library an appendage of the school and responsibility of others	Feels responsibility to develop the library in his/her field
Geared to extensively revamping society, quickly and drastically	Geared to maintain society and work for continued improvements gradually
Exposure to the reflective thinking of writers of materials	Emphasis on original source materials
Pupil-obtained materials (paperbacks, etc.)	School-supplied materials
Games, simulation, etc.	Printed material

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